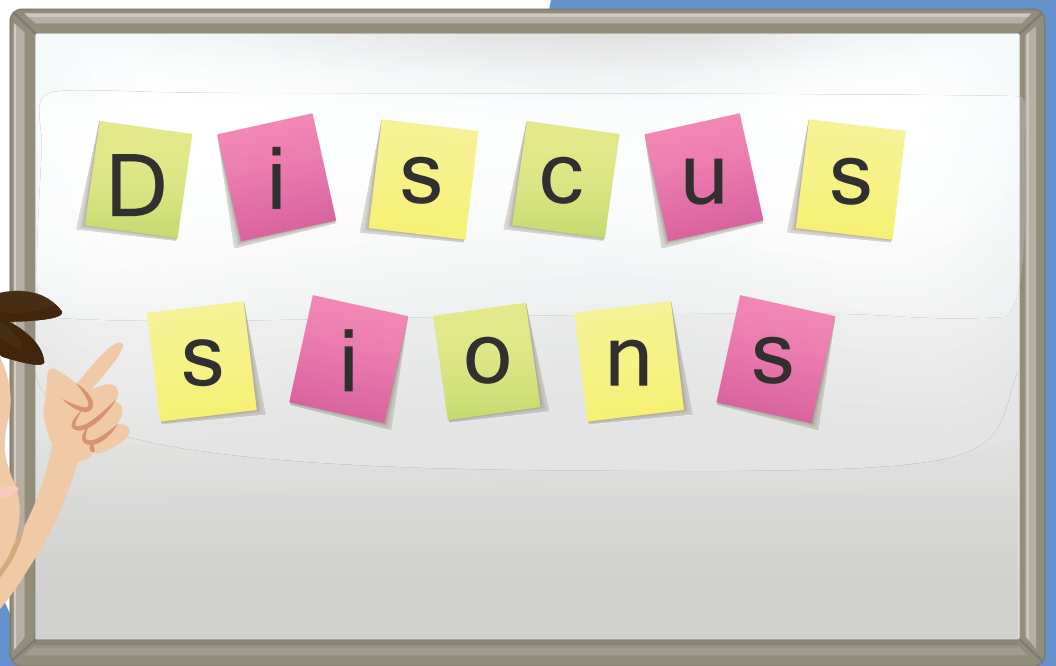


Classroom Discussion

Lesson Plan



Preparatory

No	Title
P-1	Who Am I
P-2	Family Tree
P-3	Who Lives in My House
P-4	My Map
P-5	My Positive Traits
P-6	The Shapes
P-7	My Feeling towards Others
P-8	School's Uniform
P-9	I am Creative
P-10	Kindness to Animals
P-11	The Best Thing about My Friend
P-12	My Beloved Homeland
P-13	My Favorite Sweets
P-14	Road Manners
P-15	I Love My Teacher
P-16	The Box of Beautiful Words
P-17	How to Deal with Guests
P-18	I Can
P-19	My Future profession
P-20	My Favorite Football
P-21	Friday Activity with Grandparents
P-22	Shopping with My Family
P-23	Ramadan Month
P-24	My School My second Home
P-25	Importanve of Sports in Our Lives
P-26	Healthy Food
P-27	Time management
P-28	The Island
P-29	Traditions of the Arab Countries
P-30	Social Media Sites
P-31	Words from Our Dialects
P-32	Trust
P-33	Smile
P-34	Early Marriage
P-35	Tolerance
P-36	Mind Your Mouth
P-37	Value of Water
P-38	What Did You Do in Summer Vacation
P-39	Smaer and Non-Smart Targets
P-40	Smoking
P-41	Draw the Music
P-42	The Sandwich Swap Story
P-43	Jack and tge Beanstalk Story
P-44	Fox and the Graspes Story
P-45	How Do I Turn Dirt into Gold Story
P-46	Extravagance and Destruction Story
P-47	Playing
P-48	No Bigotry, No Racism
P-49	I Know My Personality
P-50	I Know Myself
P-51	Marah and the Makeup

Who am I

Session Description: At the beginning of the session, the teacher introduces themselves to the students, stating their name, age, favorite color, role model or superhero, favorite game, etc. They then have the students introduce themselves in the same way. The teacher may distribute a worksheet to the students before the session so they can prepare for the activity at home.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review the Discussion Manners together.

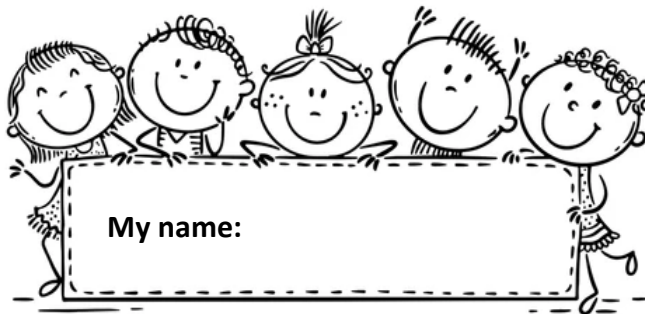
Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain the purpose of this session to the students, as it aims to provide an opportunity for the students to express themselves and build their confidence. 2. Introduce yourself to the students as an example, as shown in the worksheet. For example: Hello, my name is Hamza. I am 30 years old. My favorite color is green because it represents nature. My superhero or role model is Mohamed Salah because I love football. My favorite game is football because I love sports. I would like to become an architect in the future to design beautiful buildings like the designs of Zaha Hadid. 3. After introducing yourself, ask the students what they admire most about you. Do you have anything in common with the students? What are they?
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students to introduce themselves, as you did before, one by one. 2. Ask the students some additional questions to show your interest in them. 3. Provide feedback and comments after each presentation. For example: Ahmed, you're an interesting person. Could you tell me more about yourself? Dear Malak, you have wonderful hobbies and big dreams. You're amazing! I hope you achieve all your ambitions and dreams. How do you think we can achieve our dreams and ambitions? 4. Draw the students' attention to some of the unique and unusual things you find in their classmates' presentations. 5. Show your amazement and enthusiasm to encourage the students and spark their interest in each other's presentations. 6. Don't forget to ask the students to applaud their friend who gave the presentation. 7. Ensure that all students follow the Discussion Manners during this step.
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Wrap-up	<ol style="list-style-type: none">1. Ask the students to mention similarities or differences in each other's personalities.2. Provide practical tips for improvement related to applying the Discussion Manners.3. Praise the students appropriately.4. Ask the students the questions on the Exit Card and record their observations.
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Worksheet

My favorite animal is:

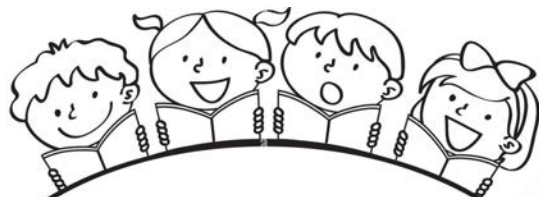


My name:

My favorite food is:



My favorite subject is:



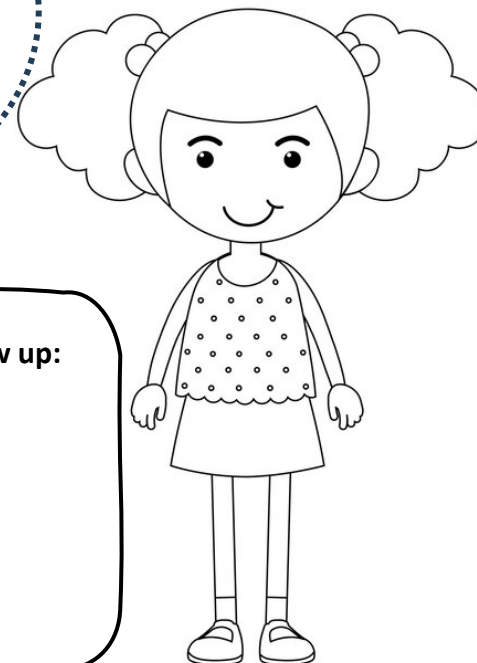
My favorite superhero is:



My favorite game is:



I wish to become when I grow up:



Examples of Student Work



Family tree

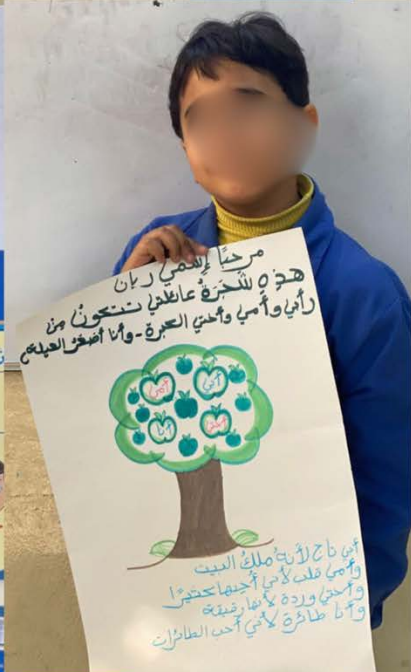
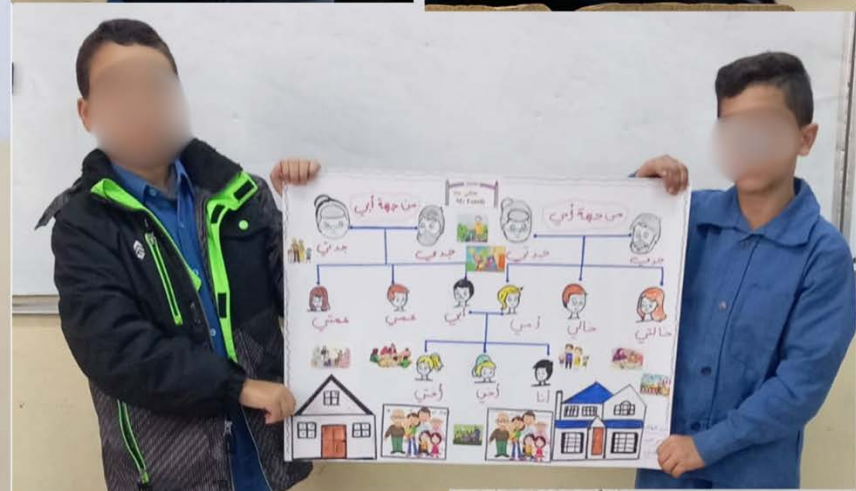
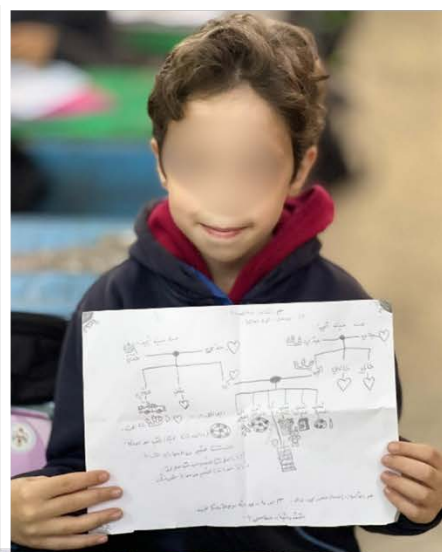
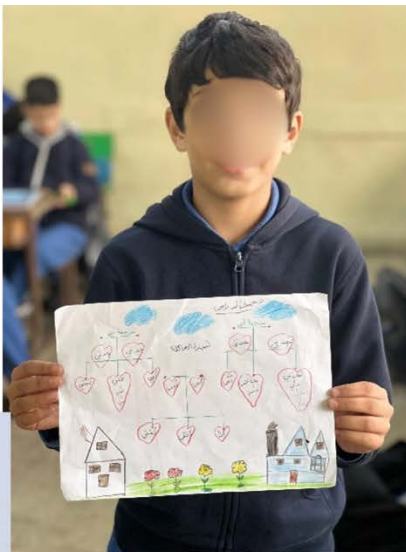
Session Description: The students write the names of their family members on family tree drawings like the one on the second page. They give each family member a symbol (rose, star, heart, heart, crown, etc.) and explain to others why they chose the symbol.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

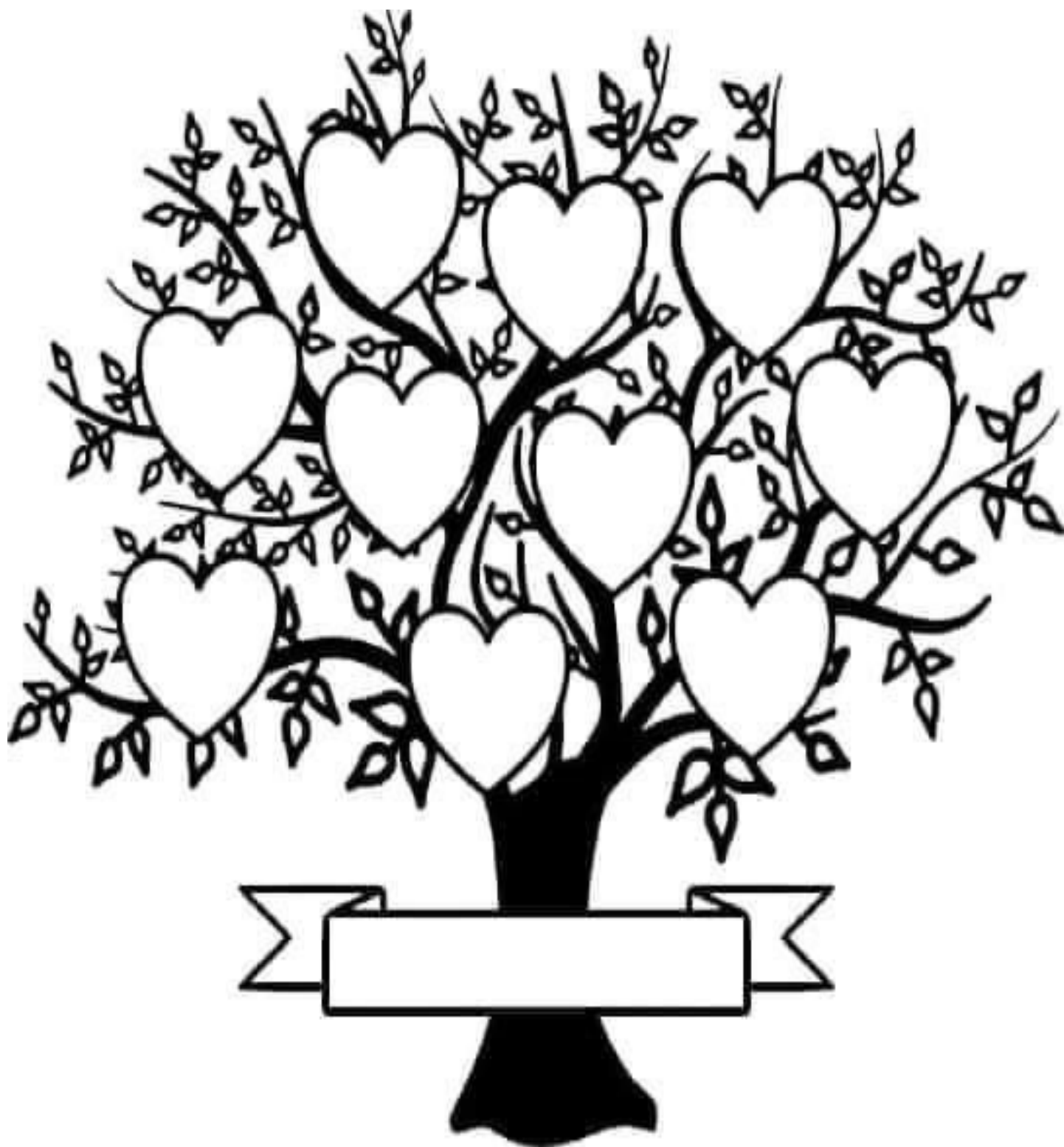
Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review the Discussion Manners together.
Comprehending the Topic	<ol style="list-style-type: none"> 1. Set an example for the students by presenting them with a drawing of your family tree. Then present the drawing to the students like this: <p>“Hello, my name is Ali. This is my family tree. It consists of my mom, my dad, my brother Ahmed, and my sisters Alaa and Mai. I drew a crown for my dad because he is the king of the house, I drew a heart for my mom because I love her very much, I drew a rose for my sister Alaa because she is delicate, I drew a star for my sister May because she is special, and I drew a plane for my brother Ahmed because he loves airplanes.”</p> 2. Explain to the students that this activity aims to learn more about each other. 3. Ask the students to show interest in each other's presentations.
listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students one by one to present their drawings in the same way you did. Help them if necessary. 2. Make comments after each presentation, such as: <p>This family is so interesting. Oh, you have a grandparent and a grandmother, too! Wow! You have so many siblings! It's nice to live with a big family, right, etc.</p> 3. Don't forget to have your classmates applaud their friends who presented. 4. Make sure all students follow the Discussion Manners during this step.
Wrap-up	<ol style="list-style-type: none"> 1. Ask the students to mention similarities or differences in each other's families. 2. Offer practical tips or comments for improvement related to applying the Discussion Manners. 3. Praise the students appropriately. 4. Ask the students the questions on the Exit Card and record their observations.

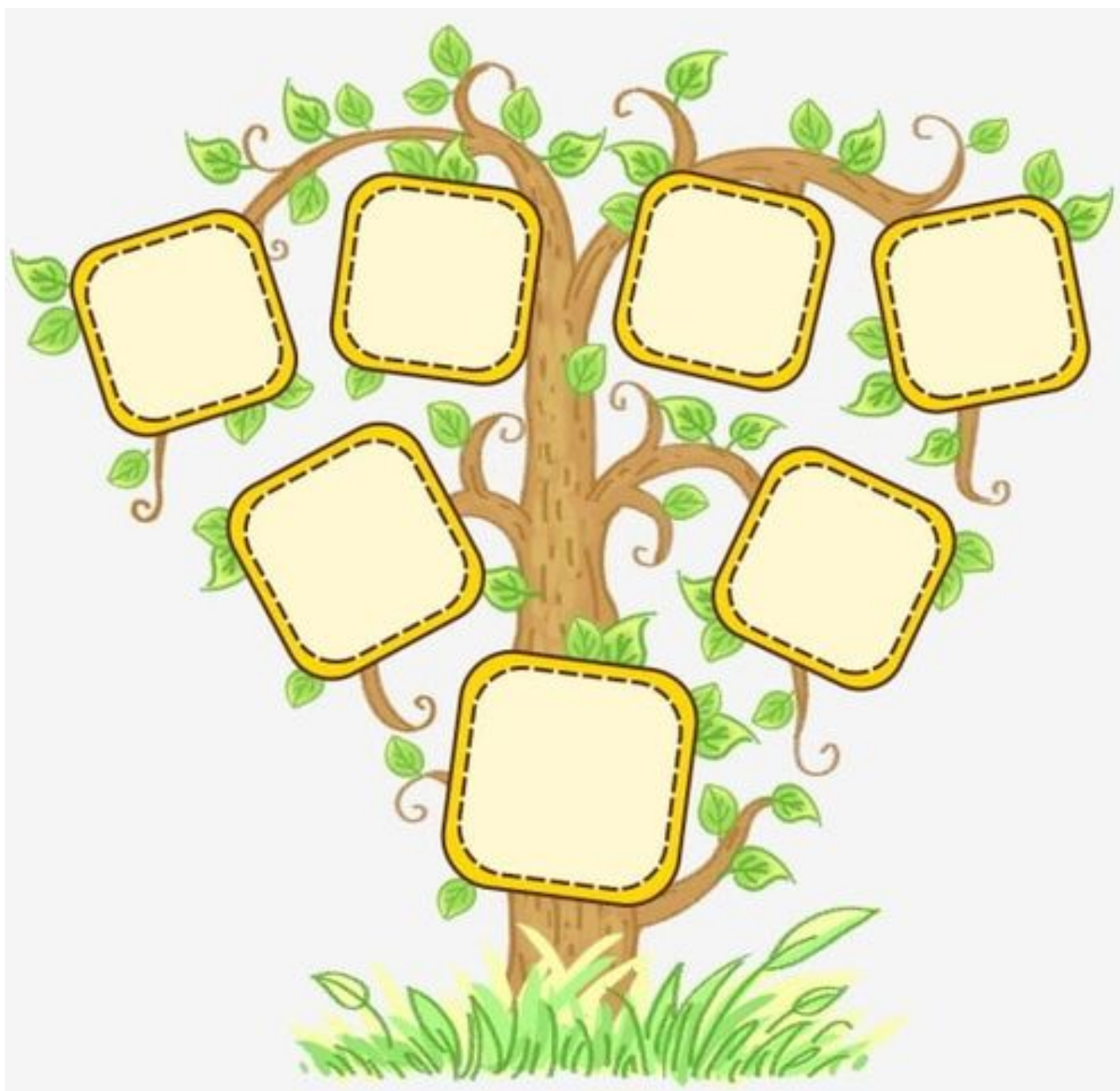
Activity Photos



Worksheets







Who Lives in My House?

Session Description: The students draw drawings of family members who live with them in the same house and introduce them to their classmates. Some houses are home to grandparents, some to uncles and aunts, and some to siblings and their mother while the father works abroad. Through this topic, the teacher tries to explain to students that those living in each house are different from those in the next.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review the Discussion Manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of this session, which is to learn about different types of families and homes. 2. Set a role model for the students by presenting a drawing of your house and who lives inside. Then present the drawing to the students like this: Hello, my name is Ali. I want to introduce you to the people who live in my house. This is my mother. This is my brother. This is me, this is my cat, and this is my little brother, Adnan. Thank you. 3. Remind the students that this activity is for them to learn more about each other. 4. Ask the students to show interest in each other's presentations about interesting homes.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students one by one to present their drawings in the same way you did, and help them if necessary. 2. Ask the students some additional questions to show your interest. 3. Give comments after each presentation, such as: This house is very interesting. Oh, you have a cat! Wow! You have so many siblings! It's so nice that your grandmother lives with you! What a beautiful house you have, with so many! people living in it! 4. Encourage the class to ask questions of their partner's presentation. 5. Draw students' attention to some unique and unusual things you find in their classmates' presentations. 6. Show your amazement and enthusiasm to encourage the students and spark their interest in each other's presentations. 7. Don't forget to ask the students to applaud their friend who presented. 8. Ensure that all students follow the Discussion Manners during this step.
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Wrap-up	<ol style="list-style-type: none">1. Ask the students to list similarities or differences in each other's homes.2. Provide practical tips or comments for improvement related to applying the Discussion Manners.3. Praise the students appropriately.4. Ask the students the questions on the Exit Card and record their observations.
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Activity Photos



My Map

Session Description: Each student draws a map from their home to school, including as much detail as possible, such as stores they pass, pedestrian bridges, shortcuts, or animals they often see. They then share and show the students their map of their route. The teacher tries to find common routes among the students and helps them find a meeting point.

Target Grades: Grade 1 to 8

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review the Discussion Manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain the purpose of this session to the students: It aims to teach them how to describe routes to others, find a common meeting point, and identify the safest routes to get to school. 2. Set a role model for the students by presenting a drawing of your map from your home to school. Then, describe the shops you see to your right and left. For example: Hello, I'm Mustafa. I walk to school every morning. On my way to school, I pass Uncle Mahmoud's shop. I cross the street, but look both ways before crossing to make sure there are no cars. I pass an excavation being carried out by the municipality, but I try to be careful around this area. Before arriving at school, I encounter a group of cats on the corner. I put out some food for them, and then I walk to school. 3. Explain to the students that this activity aims to learn more about each other. 4. Ask the students to show interest in each other's presentations.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students one by one to present their maps and explain them to others, just as you did. Help them if necessary. 2. Ask the students some additional questions to show your interest in them. For example: Who else passes by the municipal excavations? Who buys from Uncle Mahmoud's shop? Are there shops selling delicious sandwiches around our school? Are there beautiful flowers or trees on your way? Are there hidden shortcuts? Are there any dangerous places where you should be careful? Who shares a similar map with you? 3. Give comments after each presentation. For example: Wow! You drive to school. How long does it take to drive from your home to school? You meet your friends at this corner and continue your journey to school together. That's lovely! Did you say you meet some cats and feed them? What do you feed them? 4. Encourage the class to ask questions of their partner who is presenting.
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	<ol style="list-style-type: none"> 5. Draw students' attention to some unique and unusual things you find in their classmates' presentations. 6. Show your amazement and enthusiasm to encourage the students and spark their interest in each other's presentations. 7. Don't forget to ask the students to applaud their friend who gave the presentation. 8. Ensure that all students follow the Discussion Manners during this step.
Wrap-Up	<ol style="list-style-type: none"> 1. Ask students to point out similarities or differences in each other's presentations. 2. Advise the students on some road etiquette they should follow when arriving at school. 3. Provide practical tips for improvement related to applying discussion manners. 4. Praise the students appropriately. 5. Ask the students the questions on the Exit Card and record their observations.

Activity Photos



My Positive Traits

Session Description: The student selects positive qualities and values that they believe they possess (e.g., wonderful, strong, kind, beautiful, honest, etc.). Then, as a homework assignment, they ask their family members about the positive qualities they see in them and write those in the designated box on the worksheet. Finally, the student shares this with the class.

Target Grades: Grade 3 to 8

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

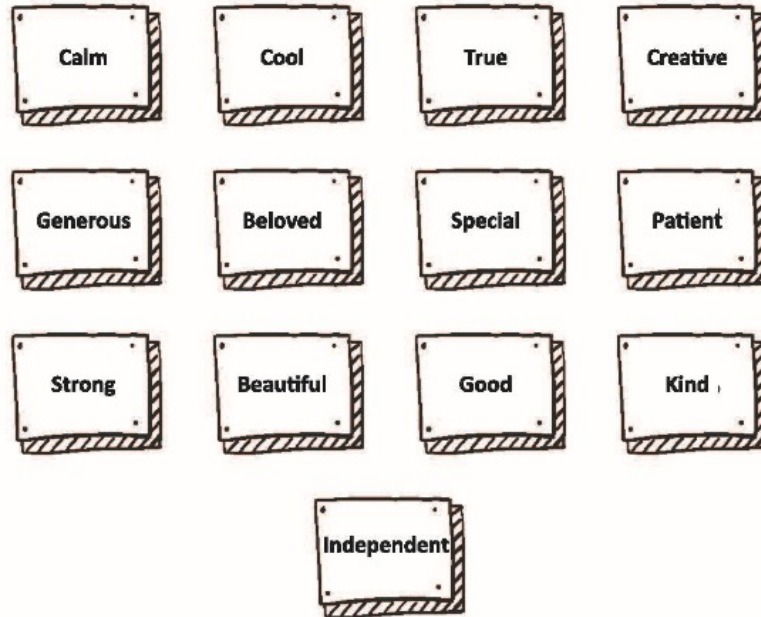
Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.
Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain the purpose of this session to the students, as it aims to identify the difference between how we see ourselves and how others see us regarding the positive qualities and values we believe we possess. Explain to the students the meaning of positive qualities and values and provide several examples. For example: Positive qualities and values: A system composed of sublime principles and meanings, consistent with human nature, that regulates behavior among people, leading individuals and society to happiness in this world and the hereafter. Examples of positive qualities and values including, honesty, cooperation, trustworthiness, initiative, independence, responsibility, compassion, etc. 2. Ensure the students understand what is meant by positive qualities and values. 3. Ask the students to list additional positive qualities in addition to those you have already mentioned. 4. Be a role model for the students by giving an example of yourself and your positive qualities to your students. Then, describe your positive qualities from the perspective of your parents or relatives and comment on them. For example: Hello, I'm Mustafa. I walk to school every morning. On my way to school, I pass Uncle Mahmoud's shop. I cross the street, but look left and right before crossing to make sure there are no cars. I pass by an excavation site being built by the municipality, but I try to be careful around this area. Before arriving at school, I encounter a group of cats on the corner. I put out some food for them, and then I walk to school. 5. Explain to the students that this activity is for them to learn more about each other. 6. Ask the students to show interest in each other's presentations.
Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students one by one to present their completed worksheets and explain them to others, just as you did. Help them if necessary. 2. Ask the students some additional questions to show your interest. 3. Give feedback after each presentation, such as: So you're generous. That's great! Can you tell your friends what you do that makes you generous?

	<p>So your family thinks you're a social and kind person. Can you tell your friends how they can be social too?</p> <ol style="list-style-type: none"> 4. Encourage the class to ask questions of their classmate who is presenting. 5. Draw students' attention to some unique and unusual things you find in their classmates' presentations. 6. Show your amazement and enthusiasm to encourage the students and spark their interests in each other's presentations. 7. Don't forget to ask the students to applaud their friend who presented. 8. Ensure that all students follow the Discussion Manners during this step.
Wrap-up	<ol style="list-style-type: none"> 1. Ask the students to point out similarities or differences in each other's presentations. 2. Advise the students on how to enhance their positive character traits and the influence of good friends on developing positive qualities. 3. Provide practical tips for improvement related to applying the Discussion Manners. 4. Praise the students appropriately. 5. Ask the students the questions on the Exit Card and record their observations.

Worksheet

My Favorite Traits

Select your positive traits which you think you have:



Ask your parents about your positive traits and write them below:

My positive traits from my mom's perspective

My positive traits from my dad's perspective

Shapes

Session Description: The teacher shows the students a set of geometric shapes such as circles, triangles, etc., and then asks each student to try to form a board from these shapes.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review the Discussion Manners together.
Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain the purpose of this session to the students, as it aims to introduce them to different geometric shapes and stimulate their imaginations to create beautiful, creative paintings using these shapes. 2. Show the students the shapes you have prepared previously (circle, rectangle, triangle, square, star, etc.). 3. Ask the students to name each shape and what distinguishes each shape from the others. 4. Show the students one of the shapes, such as a rectangle. Then ask them to look for a rectangular shape in the classroom. For example: Teacher: What is this shape? Student: A circle. Teacher: Where can we see a circular shape in our classroom? Student: In a round biscuit and a clock. Teacher: Well done, can anyone give more examples? 5. Continue exploring the remaining geometric shapes with the students. 6. Ask the students to give more geometric shapes not available to you. 7. Ask the students to show interests in each other's presentations.
Listening and Expressing	<ol style="list-style-type: none"> 1. Create a hut using the geometric shapes you have available, for example, on the board. Then ask the students: What do you think of this hut that you created from a group of geometric shapes (a triangle, a large square, two small squares, and a rectangle)? Can you also create other paintings? 2. Ask the students, one by one, to display the paintings they created from the geometric shapes at home and show them to others as you did. Help them if necessary. *Note: You can add more excitement to the session by preparing a group of shape scraps in advance. Then, choose two students to arrange the shapes to create paintings on the board as quickly as possible. 3. Ask the students some additional questions to show your interest. 4. Give comments after each presentation, such as: Beautiful painting! Why did you choose to create a train from the shapes.

	<p>What a sweet butterfly! Would you please explain to your classmates how you arranged the shapes to create this painting? You've created an ice cream bar out of triangles and circles. Great! Can anyone else create an ice cream bar like this?</p> <ol style="list-style-type: none"> 5. Encourage the class to ask questions of their classmate who is presenting. 6. Draw students' attention to some of the unique and unusual things you find in their classmates' presentations. 7. Show your amazement and enthusiasm to encourage the students and spark their interest in each other's presentations. 8. Don't forget to ask the students to applaud their friend who gave the presentation. 9. Ensure that all students follow the Discussion Manners during this step.
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Wrap-up	<ol style="list-style-type: none"> 1. Ask the students to point out similarities or differences in each other's presentations. 2. Provide practical tips for improvement related to applying the Discussion Manners. 3. Praise the students appropriately. 4. Ask the students the questions on the Exit Card and record their observations.
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My feelings towards Others

Session Description: The teacher displays several pictures representing different feelings (happiness, sadness, joy, disgust, anger, optimism, etc.). They then present several different life situations to the students and have them try to connect the situations to the feelings.

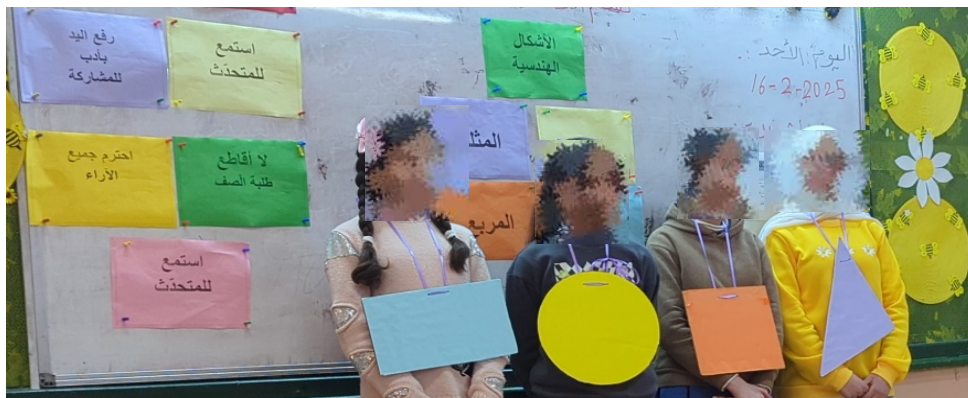
Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review the Discussion Manners together.
Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain the purpose of this session to the students, as it aims to help them identify different types of emotions. 2. Show the students a set of expressive pictures and post them on the board. 3. Ask the students about each picture and the emotion it expresses. Help them suggest more than one answer and choose from them. 4. Ask the students about the meaning of emotions. Guide them to the following definition: <p>Emotions are internal emotional experiences that an individual has toward a specific situation, person, or event. They can be positive or negative and affect an individual's behavior and actions.</p> <p>Negative emotions include: (sadness, anger, fear, anxiety)</p> <p>Positive emotions include: (happiness, joy, love, gratitude)</p> 5. Ask the students to list additional emotions that were not mentioned or were not available to you.
listening and Expressing	<ol style="list-style-type: none"> 1. Prepare a set of pre-prepared behavioral scenarios. Then begin presenting them to the students, one by one. Examples of scenarios include: <p>* I will go to Aqaba with my family and friends tomorrow.</p> <p>*Tomorrow, you have a math test for Unit 1.</p> <p>*I will give gifts to the students who participate and interact with me.</p> <p>* I learned that my parents brought me my favorite sweets.</p> 2. After presenting each scenario, have the students share their feelings about that situation by pointing to the emojis and explaining why. 3. Now, reverse the process and have the students ask you about some of the situations and inquire about your feelings about those situations. 4. Have the students sit in pairs and think about different life situations. Then, try to identify their classmates' feelings by presenting those situations to them. 5. Conduct a walkthrough among the students and inquire about the situations they ask about. 6. Share with the class any situations you find interesting.

	7. Ensure that all students follow discussion manners during this step.
Wrap-Up	<ol style="list-style-type: none">1. Ask the students to point to the emojis and try to identify how they feel about the topic of this session and explain why.2. Provide practical tips for improvement related to applying the Discussion Manners.3. Praise the students appropriately.4. Ask the students the questions on the Exit Card and record their observations.

Activity Photos



School Uniform

Session Description: The teacher discusses with the students the school uniform, how to keep it clean, and its importance. The teacher also discusses the general principles of maintaining a proper appearance for school and what to avoid wearing when coming to school. During the session, the students present their sketches and designs of the school uniform they would like to wear to school one day, which they have prepared in advance as homework.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain the purpose of this session to the students, as it aims to strengthen school identity and belonging. 2. Display a collection of pictures of different student clothing, including school uniforms (see the attached pictures in the plan) and post them on the board. 3. Then have the students look at their current school uniforms. Ask them: <ol style="list-style-type: none"> a. Do you like this school uniform? b. Who among you wears a different design? c. Do you think your school uniform is comfortable? Is it appropriate for gym class? d. Are your school uniforms suitable for both winter and summer? e. Do your school uniforms wear out quickly?
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students about the importance of wearing a uniform and why it should be uniform in particular. Instruct them to: <ul style="list-style-type: none"> • It helps the students focus more on studying: A school uniform helps students concentrate more their studies and lessons instead of being distracted by their appearance in front of classmates. • It reduces social differences among students and helps prevent bullying: A unified school uniform avoids competition in clothing among students. As a result, it may reduce bullying that stems from differences in appearance or fashion. • It fosters a sense of belonging to the school community: Wearing the same uniform helps students feel a stronger connection to their school. This sense of similarity and unity can increase their sense of responsibility toward the school and their peers. • It helps students learn to follow rules: A school uniform instills discipline and supports the development of aesthetic and moral values in students. 2. Draw students' attention to the pictures displayed on the board. Then, ask them to try to classify them into two groups (Group 1: Appropriate clothing appropriate for school, Group 2: Inappropriate clothing not appropriate for school), and explain why. * See the attached pictures in the plan.
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	<ol style="list-style-type: none"> 3. Have the students try to summarize the general principles of a proper appearance appropriate for school by referring to the pictures that have been categorized. Guide them on the following: <ul style="list-style-type: none"> • Clothes must be clean and ironed. • Shoes must be clean. • Appearance must conform to generally accepted community standards (avoid wearing clothing that is not in keeping with their community's culture or etiquette). • Avoid excess: This means that hair, face, and hands should be clean and well-groomed, avoiding messy hairstyles. Deodorant and perfume products should be light and neutral. Appropriate appearance does not mean excessive beautification, decoration, or clothing. Rather, moderation is required, as excess turns the means into the goal, which is not true. One can appear proper among people by wearing minimal clothing, even if it is not new, in addition to maintaining hygiene. 3. For each of the above points, search among the students for someone who fits the point. Have them stand in front of their classmates as a role model. Ask your classmates to applaud them for their commitment 4. Have the students try to summarize the things they should avoid wearing to school using the pictures you previously categorized. Guide them to the following: <ul style="list-style-type: none"> • Shorts that go above the knee, ripped pants with slogans on them. • Swimsuits and open shoes. • Sleeveless shirts, shirts with symbols, scoop-neck shirts, or open shirts without buttons. • Shirts with obscene words or unknown or unfamiliar languages (because they may contain obscene words or inappropriate meanings). • Wearing accessories such as bracelets and necklaces, and placing charms such as chains on pants or shirts. • Wearing drawings, prints, or tattoos on the body, such as the hands, feet, or face. 5. Ask each student to present their drawing or design of the uniform they would like to wear to school one day and explain it to their classmates. 6. Show your enthusiasm and amazement at the students' diverse work, and praise them. 7. Allow the students to ask any questions to their classmate who is giving the presentation 8. Ensure that all students follow the Discussion Manners during this step.
<p>Wrap-Up</p>	<ol style="list-style-type: none"> 1. Provide practical tips for improving discussion manners. 2. Praise the students appropriately by giving each student a thank-you card for wearing the school uniform * See sample cards attached to the plan. 3. Ask the students questions on the Exit Card and record their observations.


Example 1

Note: The teacher may ask students to draw their favorite school uniform designs, or the designs they dream of wearing one day. Students may create designs similar to the ones shown below.



Example 2

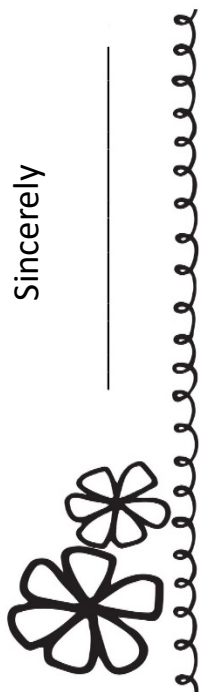
Note: The teacher can print these cards on cardboard, white paper, or colored paper, and then give each student who * wears the school uniform a thank-you card at the end of the session.




Dear Student: _____

Thank you very much for your
commitment to wearing the school
uniform.

Sincerely _____

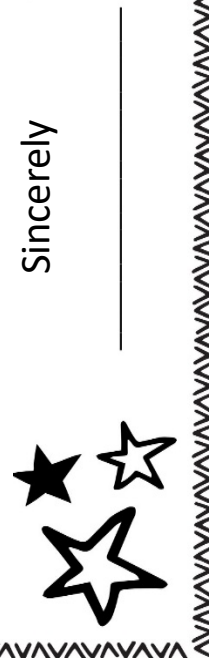




Dear Student: _____

Thank you very much for your
commitment to wearing the school
uniform.

Sincerely _____

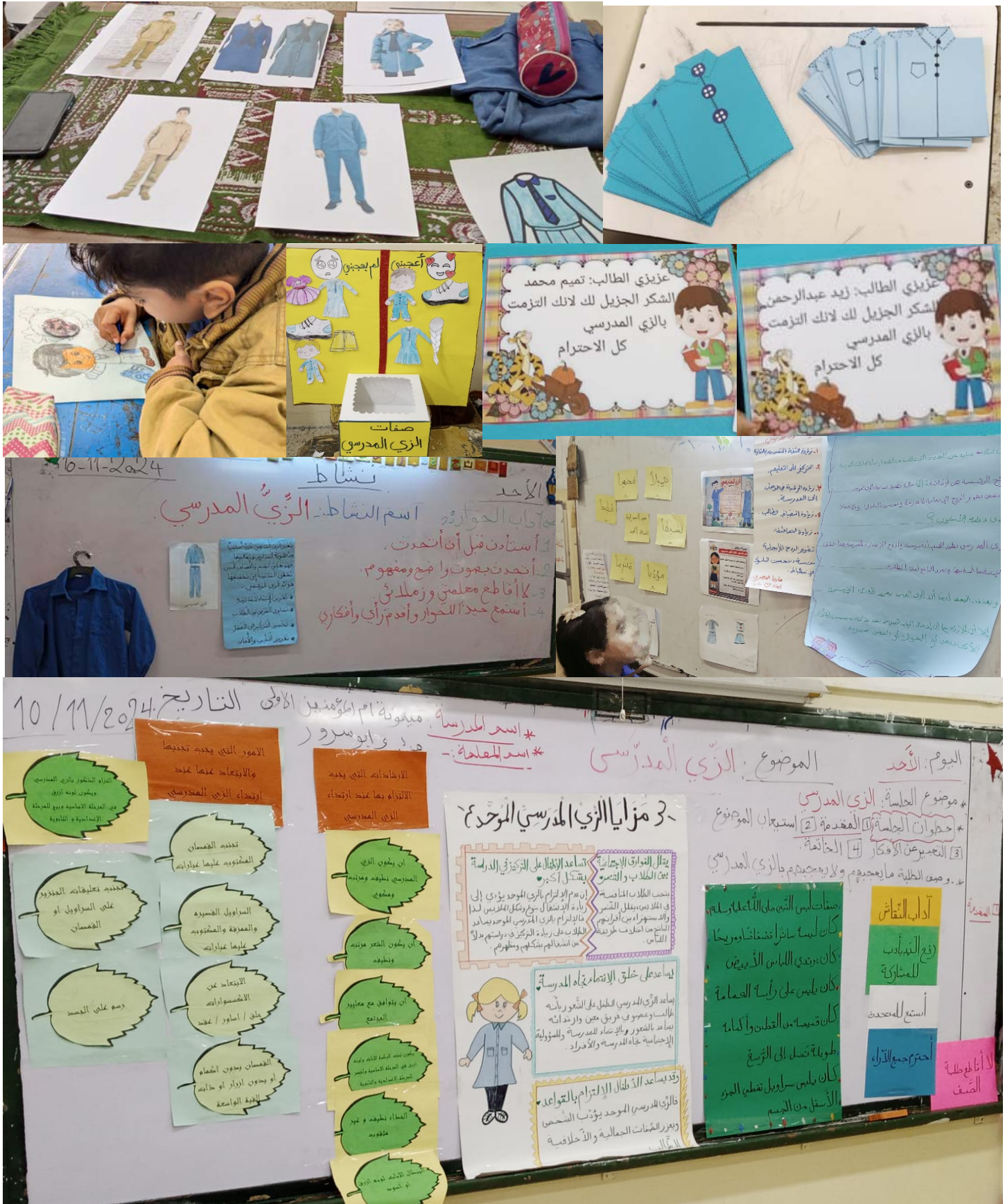


Dear Student: _____

Thank you very much for your
commitment to wearing the school
uniform.

Sincerely _____

Activity Photos



I am Creative

Session Description: The students use their imagination to complete a drawing on a piece of paper printed with a semicircle. They share their thoughts and ideas and attempt to complete the drawing themselves. Students then analyze their classmates' drawings and exchange comments. (The teacher may give students homework to complete the drawing the day before the session to make the most of class time.)

Target Grades: Grade 3 to 8

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review the Discussion Manners together.
Comprehending the Topic	<ol style="list-style-type: none"> 1. Draw the center of a circle on the board and ask the students, "What do you think I should draw from this shape? What could this shape be? If you were in my place, what would you draw?" 2. Explain to the students that they can all make many different drawings from this shape, and that we must all appreciate and respect these drawings.
Listening and Expressing	<ol style="list-style-type: none"> 1. Ask one of the students to present their drawing to their classmates and guide them to express it correctly. 2. When expressing their drawing or opinion, guide the student to present it clearly and confidently through tone of voice and body language, while maintaining eye contact. 3. Give the students a few minutes to prepare to present their drawings. 4. Ask the students, one by one, to present their drawings in the same way you did. Help them if necessary. 5. Give comments after each presentation, such as: That's a beautiful drawing! Why did you complete the semicircle like that? Wow! That's brilliant. How did you come up with that? 6. Don't forget to have your classmates applaud their friend who presented the presentation. 7. Try to find common points among the students' drawings and highlight the different ones. 8. Ensure that all students follow the Discussion Manners during this step.
Wrap-up	<ol style="list-style-type: none"> 1. Ask the students to point out similarities or differences in their drawings. 2. Offer practical tips or comments for improvement related to applying discussion manners. 3. Praise the students appropriately. 4. Ask students the questions on the Exit Card and record their observations.

Activity Photos



Kindness to Animals

Session Description: The teacher and his students discuss the importance of animals in our lives and the importance of being kind to animals, how to treat animals with kindness and respect, and how to understand animal rights and responsibilities towards them.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review the Discussion Manners together.

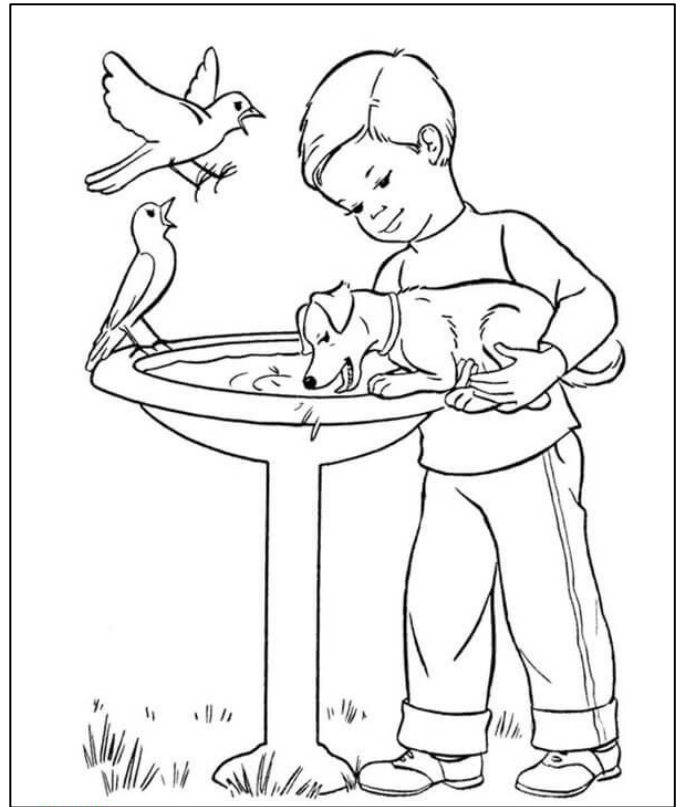
Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain the purpose of this session to the students: It aims to teach them how to be kind to animals, to develop compassion and respect for all living beings, and to ensure they are treated humanely. 2. Show a collection of pictures related to treating animals kindly, or show a video on the topic, or tell a story to the students (see attached pictures). 3. Ask the students what they conclude from these pictures or video, or what lessons they can learn from the story. For example: <ul style="list-style-type: none"> • What is an appropriate title for the video/story? • What is the video/story/pictures about? • What is the lesson learned from this video/story? 4. Ask the students to describe an animal and guide them to the following: An animal: It is a living creature created by God Almighty that feels, feels pain, is happy, and is sad. Animals come in a variety of shapes and sizes, including mammals, birds, and reptiles, each with its own distinct characteristics. Animals play an important role in the ecosystem and in human life. Some animals are used by humans to aid transportation or for decoration. One of the human traits is compassion for all creatures, and among the most important of these creatures are animals. They are unable to defend themselves and withstand the cruelty of humans who may harm them, causing them pain and neglect. Sometimes, the harm to these animals can even lead to death. We must protect the animals we own, and provide protection and defense for all animals, even wild ones. The morals of a generous person are evident in the way they treat animals. A kind person also teaches the meaning of kindness to animals to their children, if they are fathers, and to their students, if they are teachers 5. Ask the students about the importance of animals and how humans can benefit from them. Guide them through the following: <ul style="list-style-type: none"> • Guarding: Humans use some animals for guarding purposes. Dogs are considered one of the most important of these animals, as they are used to guard farms, homes, and flocks of sheep, goats, and cows. Cats are also used to guard homes and farms from rats, mice, and some types of insects that pose a danger to humans. • Hunting: Some hunters resort to using animals, such as dogs, to facilitate the hunting process. It is important to note that dogs are used to apprehend criminals, identify drug or explosive bags, and locate suspicious locations. These dogs are called police dogs or hunting dogs and are characterized by their strong sense of smell.
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	<ul style="list-style-type: none"> • Carrying heavy loads and plowing agricultural land: Humans use some animals in agricultural work, such as carrying and pulling carts carrying seeds and crops. Other animals are also used for plowing agricultural land, such as donkeys, horses, and mules. • Food for humans: Some animals are considered essential food for humans, as they are raised for their own benefit. The most important of these animals are chickens, geese, pigeons, and ducks. Humans raise them for their meat and eggs, and to produce various food products, such as some sweets and soft drinks. In addition, sheep, cows, and goats are raised for their meat. • Entertainment: Some animals are a source of entertainment for children and adults, as they are used in circuses, such as horses, elephants, and monkeys. Other animals are also displayed in private gardens, where many people enjoy watching them. • Plant Reproduction: Many plants rely on animals for reproduction. Some animals carry plant seeds on their legs, and these seeds grow in places far from the mother plant's habitat. Examples of this include many flowering plants that rely on insects and bees to carry pollen from one plant to another. Many oak trees are buried by squirrels as food supplies. The droppings of most animals also provide natural fertilizer for plants. • Industries: Humans use the hides of some animals to make clothing, bags, shoes, and expensive coats. Some animal products, such as horns and ivory, are also used for decoration. In addition, some animal products are used in the manufacture of ointments and medicines. <p>6. Ask the students to define the meaning of kindness to animals. And guide them to the following: The concept of animal welfare: It is a noble goal and purpose, and a great human principle fundamentally linked to upbringing and ethics. It is translated through human actions, which include kindness to animals and treating them with compassion and mercy, in a responsible manner that preserves their lives, health, safety, nutrition, and well-being as much as possible. This will be reflected in the animals' innate behavior, enabling them to behave comfortably and in accordance with their nature, without fear, pain, or discomfort. Animal welfare also includes providing them with health and veterinary care when needed, protecting them from disease, providing them with a good shelter, and treating them well. In the worst cases, where killing or slaughtering animals is required, this must be done in a compassionate manner.</p>
Listening and Expressing	<ol style="list-style-type: none"> 1. Talk about your own experience with animals and the ways you care for and treat them with kindness. For example: I will tell you about my story with a cat. One very hot day, I saw a cat on the street trying to hide in the shade. The cat had an injured foot. I picked it up and took it home. I asked my brother to help it bandage its wounds. I then gave it food and water. The cat ate, felt full, and rested inside the house. That evening, I opened the door for it and left. I felt very happy afterward because I had helped the cat. 2. Allow the students to share their own stories with animals and how they cared for them. 3. Have the students try to summarize ways they care for and treat animals, and summarize the points on the board. Guide them to: <ul style="list-style-type: none"> • Caring for the health of the animal: This includes keeping it clean, visiting the vet regularly to ensure it is disease-free, and vaccinating it to protect it from various diseases, including rabies. • Providing appropriate shelter for your pet: Outdoor animals need a suitable home that protects them from the elements and provides them with sufficient space to play and sleep. Indoor animals, such as cats and dogs, need a comfortable personal space. In all cases, care must be taken to keep the home clean and provide a designated sleeping area, such as a pile of hay or a box with a blanket inside. • Providing appropriate food: Pets need a bowl of clean water daily and an appropriate amount of food. The amount and type of food provided depends on the animal's

	<p>species. Therefore, it is best to consult a veterinarian or pet store regarding this matter. It is recommended to avoid feeding food intended for humans, as it may be harmful to their health.</p> <ul style="list-style-type: none"> • Interacting with your pet at appropriate times: Pets love to play, be close to humans, and spend time with them. However, the appropriate time must be chosen for this. Do not pet your pet during sleeping, eating, or grooming times, for example. • Showing love for animals: Animals need gentle petting and caressing to create a bond of love and trust between them and their caregiver. Caregivers must treat them patiently and avoid yelling or hitting them, as this may cause them to become fearful. • Avoid harming animals: This can be done by squeezing or pulling their tails, or by carrying them by the legs, head, or tail. Avoid chasing pets, as this can cause them to feel fear or stress. • Reporting animal abuse: There are many forms of animal abuse that must be reported to the authorities, such as chaining animals, leaving them without food or water, or kicking and hitting them. <p>4. Ask the students if they have memorized a hadith that discusses kindness to animals. Refer them to these hadiths and then ask them to draw lessons from them.</p> <p>Hadith of Abu Hurairah: The Messenger of Allah (peace and blessings be upon him) said: "While a man was on a journey, he became extremely thirsty. He found a well, went down into it, drank, and then came out. He saw a dog panting and eating dirt from thirst. The man said, 'This dog has become as thirsty as I was.' So he went down into the well, filled his shoe with water, and gave it to the dog to drink. Allah thanked him and forgave him." This hadith demonstrates the great reward a person receives when helping animals in need.</p> <p>On the authority of Aisha (may Allah be pleased with her), the Prophet (peace and blessings be upon him) said, "O Aisha, Allah is kind and loves kindness, and He does not give anything for anything else."</p>
<p>Wrap-up</p>	<ol style="list-style-type: none"> 1. Distribute some drawings related to animal welfare to the students and ask them to color them and hang them in their homes. *See worksheet. 2. Provide practical tips or comments for improvement related to applying discussion manners. 3. Praise the students appropriately. 4. Ask the students the questions on the Exit Card and record their observations.

Worksheet





The Best Thing About My Friend

Session Description: The teacher discusses with the students the characteristics of a good friend and gives them some advice on how to form friendships. During the session, the teacher gets to know the students and their favorite friends.

Target Grades: Grade 3 to 8

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review the Discussion Manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of this session. It aims to foster positive feelings among the students and their peers and build positive relationships among them. 2. Ask the students to define the meaning of friendship. Listen to as many students as possible without making any preconceived notions. Then explain to the students the true meaning of friendship as follows: <p>Friendship: A human relationship based on affection, trust, and cooperation between two or more people. It is a relationship built on solid foundations such as honesty, loyalty, and mutual understanding. True friendship is considered a precious treasure in life. True friends are like a second family, providing support and assistance in various circumstances.</p> 3. Ask the students if they know any verses of poetry or sayings about friendship, such as: "A friend in need is a friend indeed."
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Listening and Expressing	<ol style="list-style-type: none"> 1. Have the students introduce you to their best friends one by one. Ask them: <ul style="list-style-type: none"> • Why is he your best friend? • What activities do you both engage in? • If you were asked to choose another friend to add to your group, who would you add and why? • What adventures do you and your friend go on? • If your friend wronged you, how would you react? 2. Ask the students about the characteristics of a good friend. Guide them to the following: <ul style="list-style-type: none"> • Honest: A loyal friend expresses their opinion openly and honestly. They may sometimes have different opinions than their friend, and may not agree on everything. They want their friend to know the truth. • Maintains constant communication: Constant communication indicates a loyal friendship. A loyal friend always checks on their friend by calling and communicating with them. • Trustworthy: A loyal friend is one of the closest friends, as they are trustworthy. They know everything about their friend's private life and all their faults, but they would never taunt them or divulge anything to anyone else. 3. Ask the students how they can be good friends in return. Help them identify the following: <ul style="list-style-type: none"> • Making a friend a priority when faced with a choice between them and something else, such as attending a game or going to a party, and supporting them in times of distress.
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	<ul style="list-style-type: none"> • Talking to a friend directly if they say or do something bad that causes distress, and not telling anyone else about it. A loyal friend never speaks ill of their friend. In addition, they will defend them if they hear someone say something bad about their friend, whether what they say is true or just a rumor. • Never lying to a friend. The truth may hurt their feelings, but lying hurts them even more. Doing their best to fulfill their promise and never disappoint their friend. • Keeping secrets, so that the friend can trust that no one will ever know about anything they tell their friend. • Providing what a friend needs without expecting anything in return. A friendship with a loyal friend is not conditional. Some friends have conditional relationships, such as when one of them does a service to another if the other does a service for them first. • A loyal friend maintains their identity and personal life, never compromising any aspect of it. They have personal boundaries that no one can cross, so their loyalty does not harm them, but rather benefits their life. • Not caring about who calls, who initiates the call, or who last visited them. A loyal friend doesn't pay attention to these details. A loyal friend desires to meet their friend, or make a phone call, share private matters, and enjoy their company. • Understanding and knowing your friend well, to the point where you know them better than they know themselves, is due to the extent of your heartfelt concern and love for that friend. • Remembering things about your friend, such as special occasions or events that are important to them, as well as the topics of conversations you've had with them, as remembering them demonstrates that you've been listening carefully to your friend. <p>4. Offer advice to the students to encourage them to maintain friendships.</p>
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improvement related to applying discussion manners. 2. Praise the students appropriately. 3. Ask the students the questions on the Exit Card and record their observations.

My Beloved Homeland

Session Description: The students define the meaning of home and encourage each other to express their love for their homeland and pride in its history and culture. During the session, the teacher reinforces the students' awareness of their duties to their homeland.

Target Grades: Grade 3 to 8

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

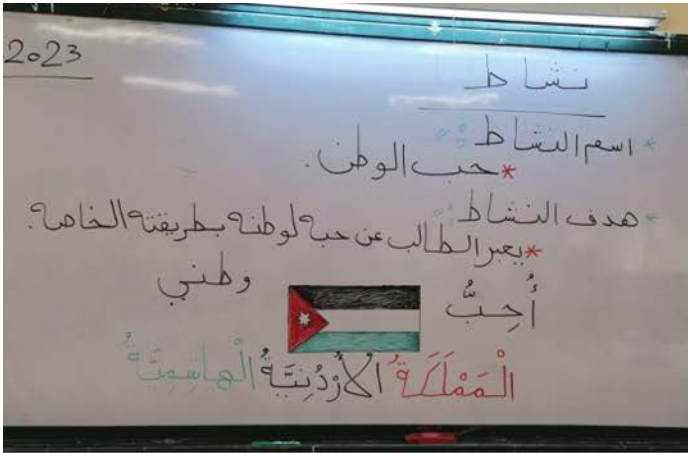
Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Draw a map of Jordan on the board. Find patriotic verses and recite them in front of the students or have one of the students recite them in a beautiful way. For example: Jordan, the land of determination, the song of the antelope ... Swords grew, and your sword alone did not grow In the size of some roses, but it is... You have a thorn that has returned to the East... You have imposed on the world the coveted championship... You have a religion that does not betray and a doctrine.... The size of some roses, but it ... You are a thorn in the side of the East. 2. Ask the students about the meanings of these verses, and explain them to them. 3. Play some national songs and ask the students to participate in singing and dancing together until the national song ends.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students about the meaning of homeland and what it represents for each of them. Help them identify the following: Homeland: Homeland is the place where a person was born or lived and has a special emotional connection to it, feeling a sense of belonging. The person who lives in this homeland is called a citizen and is connected to it by the concept of patriotism. Patriotism means love of one's homeland, struggle for it, fighting for it, and loyalty and devotion to it. These are among the rights of the homeland over the citizen, who finds security and stability in it, and the provision of their basic needs, such as water and food. Love of homeland is passed down through inheritance from generation to generation with the goal of preserving the land they inhabit. Many peoples have struggled, fought, and sacrificed many of their sons for the sake of homeland security. Homeland is a precious jewel to which a person's soul clings. 2. Ask the students how they express love for their homeland. Allow as the many students as possible to answer the question. Guide them to the following: Love of one's country through actions, not words: Love of one's country is not limited to words and slogans, but rather through actions that demonstrate it, such as: <ul style="list-style-type: none"> • Contributing to the country's development, progress, and advancement by submitting scientific research, patents, and studies. • Holding various events, whether scientific or recreational.
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	<ul style="list-style-type: none"> • Participating in international scientific, sports, or cultural competitions. • Fearing for the country's interests by prioritizing the interests of all over the individual. • Contributing to maintaining security and safety and avoiding the spread of discord, false news, or rumors. • Spreading a culture of tolerance and tolerance, avoiding hatred, fanaticism, and racism. • Respecting everyone, whether they are citizens of the country, tourists, refugees, or others. • Being fraternal and refraining from harming, blackmailing, threatening, or conspiring against others. • Adhering to public laws and avoiding practices that cause chaos, such as running red lights, looting or vandalizing property, and terrorizing people. <p>3. Ask the students to create drawings that express their love for the country or write letters to the country. Then, designate a place in the classroom to hang it.</p> <p>4. Allow the students to show their drawings and messages to the class before hanging them up. Give comments after each presentation, such as: This is a beautiful drawing! Why did you color the mountains and plains with such beautiful colors? What beautiful, sweet, resonant words! My heart almost swells with joy when I hear these words. You're creative. How did you come up with such a way to write?</p> <p>5. Don't forget to have your classmates applaud their friend who gave the presentation.</p>
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improving discussion manners. 2. Praise the students appropriately. 3. Ask the students the questions on the Exit Card and record their observations. 4. Play back some patriotic songs and enjoy them with your students.

Activity photos



My Favorite Sweets

Session Description: The students share their favorite desserts with the rest of the class. During the session, they name their favorite dessert, list its main ingredients, and how to prepare it, then share it with their classmates.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of this session. It aims to identify the most popular types of sweets students like and find common ground among them. 2. Display a collection of pictures related to the topic on the board. Display the students' work, including drawings and sweets. 3. Thank all the students who cooperated with you in preparing for this session by bringing pictures, paintings, sweets, or other items.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students for their own opinions about the most popular sweets in Jordan. 2. Give as many students as possible the opportunity to answer and encourage everyone to participate, even if it's just a nod or a nod of approval or disagreement. 3. Have one student exchange sweets with the other students. 4. Ask the students various questions about sweets while they present them to their classmates. For example: <ul style="list-style-type: none"> • What are the harms of eating too many sweets? • What are the most popular sweet shops in your area? • Do you prefer market sweets or homemade sweets? • What are your all-time favorite sweets, and why do you like them? • Do you prefer chocolate sweets, fruit sweets, or something else? • Is there a sweet that reminds you of a memory or a special person? • If you could invent a new sweet, what would it look and taste like? • What sweets do you like to share with friends or family? • Are there any sweets that are popular in your culture or family traditions? • Have you ever tried a dessert from another country? How was the experience? • Do you like soft, crunchy, or melt-in-the-mouth desserts? • If you could only eat one dessert, which one would you choose? • What do you think makes a dessert "special" or different from others? 5. Remind the students to avoid eating too many sweets, as they are harmful to health. Have them give their classmates tips on how often they should eat sweets. For example: <ul style="list-style-type: none"> • Enjoy in moderation: Sweets are fun, but too much can make our bodies feel tired or sick.
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	<ul style="list-style-type: none"> • Balance is key: Eat sweets with healthy foods like fruits, nuts, and milk to maintain steady energy. • There is no such thing as "bad food": Sweets aren't forbidden, but they are considered special rewards, not daily meals. • Listen to your body: Eat when you're hungry, and stop when you're full—even if you have some leftover. • Be kind, not sneaky: There's no need to hide sweets or rush through them. They'll come back for more. • Try making your own sweets: Homemade sweets can be healthier and more fun to make together. • Respect others' choices: Everyone has different tastes. Some people love chocolate, others prefer fruit desserts, and that's okay!
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Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improvement related to applying discussion manners. 2. Praise the students appropriately. 3. Ask the students the questions on the Exit Card and record their observation.
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Road Manners

Session Description: The students use their imagination to complete a drawing on a piece of paper printed with a semicircle. They share their thoughts and ideas and attempt to complete the drawing themselves. The students then analyze their classmates' drawings and exchange comments. (The teacher may give the students homework to complete the drawing the day before the session to make the most of class time.)

Target Grades: Grade 5 to 10

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

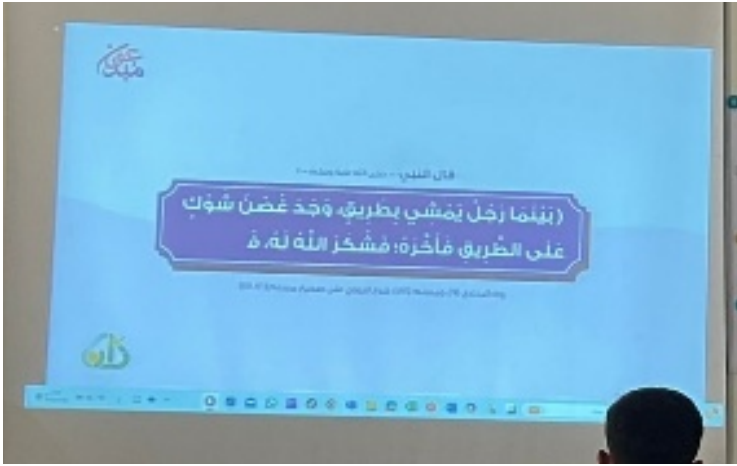
Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of this session, as it aims to identify the road manners that must be adhered to in order to preserve rights. 2. Show an appropriate cartoon video, read a story, or have some students perform a short skit about road manners (ask them a few days before the session to rehearse and prepare for the skit). 3. Ask the students about the content of the video/story/play and what lessons and lessons learned. 4. Ask the students about the meaning of the road and guide them to the following: Road: It is the paved place that we walk on and use to travel between countries.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Write the following hadith on the board. Have the students read it for explanation: On the authority of Abu Sa'id al-Khudri, the Prophet (peace and blessings be upon him) said: "Beware of sitting in the roads." They said: "O Messenger of Allah, we have no choice but to sit in them to talk." The Messenger of Allah (peace and blessings be upon him) said: "If you insist on sitting, then give the road its due." They said: "And what are the due rights of the road, O Messenger of Allah?" He said: Lowering the gaze, refraining from harming others, returning greetings, enjoining what is right, and forbidding what is wrong. (Agreed upon). 2. Ask the students about the road manners and rights of the road that they can derive from this noble hadith. 3. Direct the students to identify the correct etiquette by using questions such as: Do you think what your classmate said is correct? How can we correct your classmate's answer? 4. Ask the students more thought-provoking questions such as: <ul style="list-style-type: none"> • What advice do you have for people who sit in the streets and harm passersby? • Is it necessary to remove harmful things from the road? • Do you gain reward for adhering to road manners? • How can we practice lowering the gaze on the road? • How can we prevent harm from the road? • What are the manners of returning greetings? What are the priorities for returning greetings? • What is meant by enjoining good? How can we implement enjoining good?
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	<ul style="list-style-type: none"> • What is meant by forbidding evil? How can we implement forbidding evil? • What do you think about helping the elderly? Which road manners does this fall under? • What about guiding someone who is lost? Which road etiquette does this fall under? • I see many young men waiting on the road while female students leave their schools. What do you think about this behavior? What should we do to truly implement road manners in this situation? <p>5. Ensure that all the students adhere to discussion manners during this step.</p>
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips or comments for improvement related to the application of discussion manners. 2. Praise the students appropriately. 3. Ask the students the questions on the Exit Card and record their observation.

Activity photos



I Love My Teacher

Session Description: The teacher discusses with the students the importance of teachers and how to show appreciation. He then shows the students examples of thank-you letters written to teachers. During the session, students name the teachers they particularly appreciate and explain why. They then write a thank-you letter to one or all of the teachers, appreciating their efforts throughout the school year. *See attached example.

Target Grades: Grade 3 to 7

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 3. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 4. Encourage students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain the purpose of this session to the students, as it aims to demonstrate respect and appreciation for teachers. 2. Write the following verse on the board. Have a student read it and explain its meaning: Stand up for the teacher and honor him/her, for the teacher is almost a prophet. 3. Ask the students about the importance of showing appreciation and respect for the teacher. Instruct them to. <ul style="list-style-type: none"> • Maintain the teacher's enthusiasm and dedication: Some students engage in bad behavior toward the teacher, which angers and provokes the teacher, such as disruptive behavior and shouting during class. Dealing with the bad students can sometimes be difficult, negatively impacting the teacher's psychological state and potentially leading to them leaving their jobs due to their frustration and intense resentment. Therefore, the students must realize the importance of respecting their teacher, and that these teachers were once the students just like them, and they must be respected and appreciated, as they aim to impart as much information and experience as possible to the teacher. Gaining respect for the teacher motivates them to do their job, which improves their performance. • Creating a healthy learning environment in the classroom: Teachers not only impart knowledge to the students but also provide them with a wealth of life experiences. The students' respect for their teachers makes them passionate about their profession and about imparting all their knowledge, concepts, and experiences to the students. It also motivates them to devise creative teaching methods in the classroom. Lack of respect, however, can lead to a lack of interest in different teaching methods, leading to a boring and routine classroom. The students' reactions can either encourage or frustrate the teacher. Respect in the classroom also creates a stable environment, free of tension and negative emotions. • Rewarding the teacher for their efforts: Respecting a teacher is a form of gratitude and appreciation for their lifetime of service to society and the advancement of its members. The teacher respects the students and helps them in their educational journey, helping them reach the highest levels for themselves and society. 4. Ask the students about the forms of respect for their teachers and record their responses on the board. Guide them to:
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	<ul style="list-style-type: none"> • Follow all rules and regulations set by the teacher, such as remaining quiet during class and not speaking unless asked for permission. Behave appropriately during class and do not offend the teacher or classmates. • Perform the tasks and assignments requested by the teacher. • Communicate with the teacher in a proper and polite manner, such as speaking in a low voice and using pleasant language. • Do not complain about lessons or assignments. • Help the teacher when needed. • Thank and appreciate the teacher for their efforts. • Do not encourage or participate in negative talk about the teacher while they are away.
Listening and Expressing	<ol style="list-style-type: none"> 1. Ask each student, one by one, which teacher they most admire at school and why. 2. Read some examples of letters the students have written expressing gratitude and appreciation to their teachers. 3. Ask the students about their impressions of these letters. Ask them what they could write in turn. 4. Give the students 5 minutes to think of a simple thank-you note to write on cards or paper to hang on a wall display titled "Thank You, Teacher." 5. Ask the students to read their thank-you notes or letters in public before hanging them on the display. 6. Provide feedback after each presentation, such as: "Thank you for your kind words. I am proud to be your teacher." 7. Ensure that all the students follow discussion manners during this step.
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improving discussion manners. 2. Praise students appropriately. 3. Ask students the questions on the Exit Card and record their observations.

Example

To my esteemed teacher, Samah.

I am truly proud to have you as my teacher...

**You were not just a teacher, but you were like a second mother to me,
teaching me so many things...**

**You helped me in my times of sadness, stood by me, and were like a rain
cloud that always gave.**

To my respected teacher, Khaled

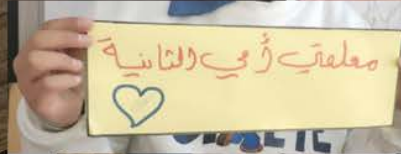
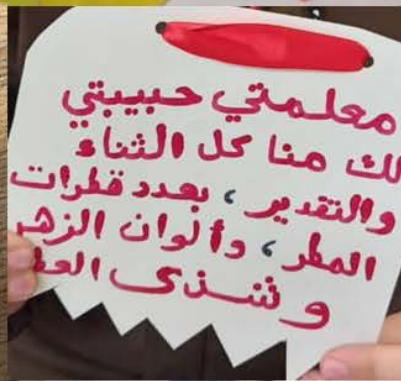
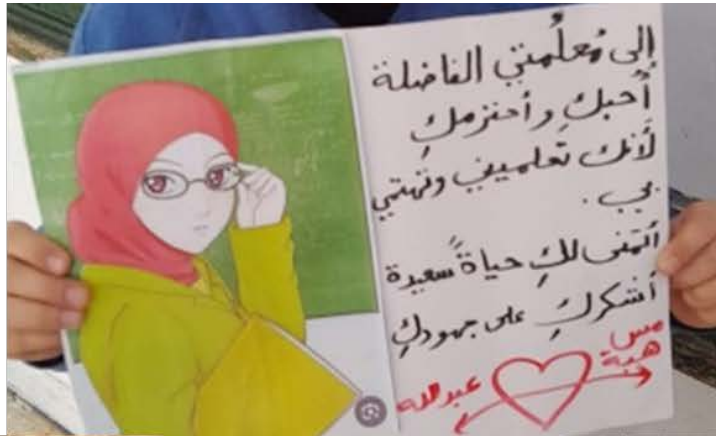
**I would like to express my gratitude and appreciation for your wonderful
efforts in teaching and guiding me...**

**You have been my inspiration, always there to support and encourage
me...**

**Thank you for your patience and dedication to teaching me, and for all
the support and education you have provided...**

I am grateful for everything I have learned from you, and I greatly

Activity photos



The Box of Beautiful Words

Session Description: The students put a collection of beautiful words that make them feel happy and joyful when they hear them in a box. The teacher then has the students draw a word from the box like a lottery and point to a classmate or family member to give it to them. The teacher can also pin it on the student's costume.

Target Grades: Grade 4 to 7

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

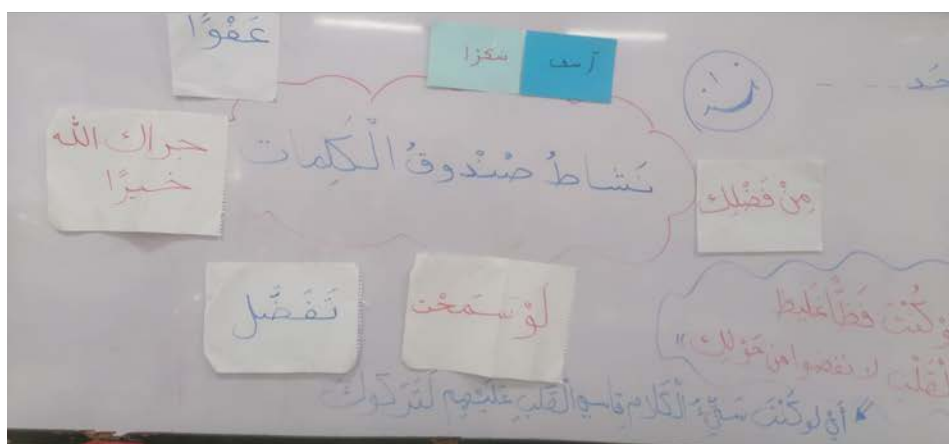
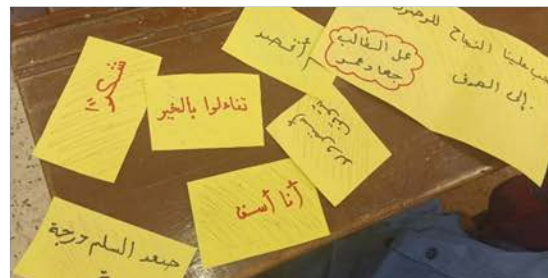
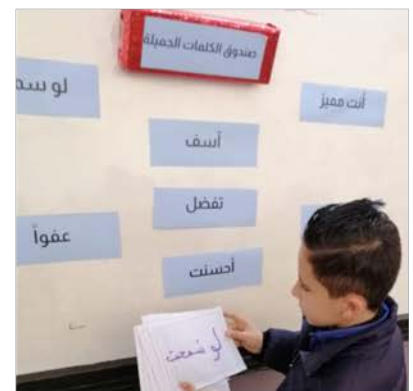
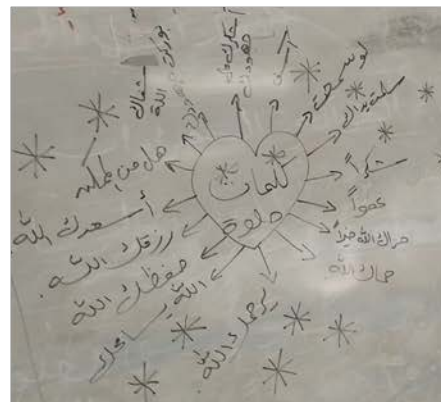
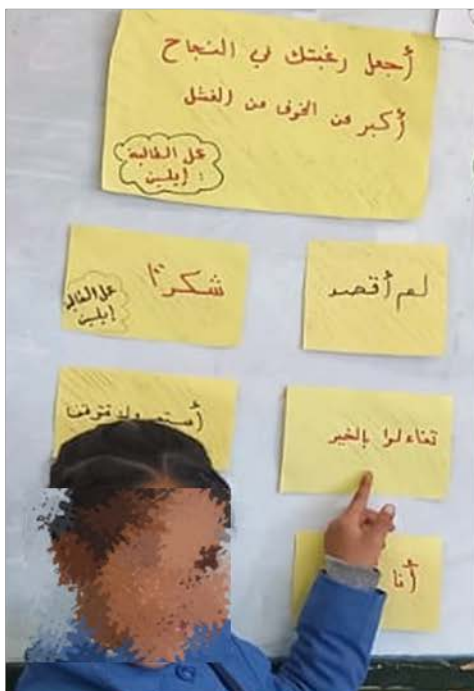
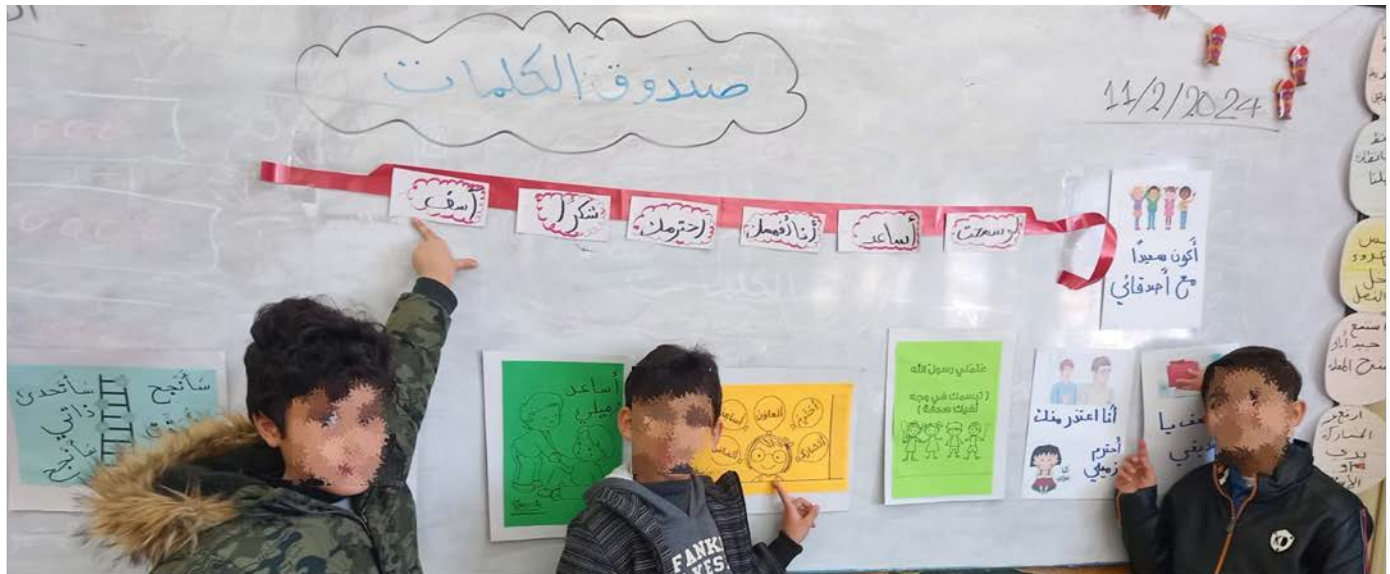
Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of this session. It aims to develop positive feelings between the students and their classmates, and to promote kindness and respectful communication between the students. 2. Show the box to the students and explain its purpose. 3. Write some nice words on the board, such as: Thank you, well done, God bless you. 4. Explain to the students why these words are beautiful words and what effect they have on you. Teachers appreciate hearing kind words from their students; it reinforces their efforts, strengthens the bond between them, and reminds them that their work is meaningful and valuable. It's not just about praise, it's about communication. A simple thank you or well wishes can boost a teacher's morale, especially on difficult days, and reinforce their sense of purpose in shaping young minds.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Give the students some time to think of beautiful words that make them feel happy and appreciated. 2. Distribute colored cards or papers to the students and ask them to write the words on these papers. 3. Go around the room and look at the words written. 4. Make sure that the words the students have written are beautiful and positive words. 5. Encourage the student to think about why they prefer these words. 6. One by one, have the students stand in front of the class and share the words that make them feel happy and explain why. 7. Help the students recall situations from their school or private lives where they can say these words to other people to make them feel happy too. 8. After collecting the happy words in the box. Mix them together. 9. Start pulling out the words one by one and distribute them to the students. Each time you draw a word, read it aloud, then announce the name of the student to whom you are giving the word and say why.
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	<ol style="list-style-type: none">10. Ask each student who receives a nice word from you to promise to pass it on to a classmate or family member.
Wrap-up	<ol style="list-style-type: none">1. Provide practical tips for improvement related to the application of discussion manners.2. Praise the students appropriately.3. Ask the students the question on the Exit Card and record their observations.

Activity photos



How to Deal with Guests

Session Description: The teacher discusses with the students how to receive guests, honor them, and deal with them politely.

Target Grades: Grade 3 to 8

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of this session. It aims to develop positive feelings between the students and their classmates, and to promote kindness and respectful communication between the students. 2. Write on the board the hadith of the Prophet Muhammad: Whoever believes in God and the Last Day, let him honor his guest. 3. Ask the students about the meaning of the hadith and how it relates to the topic of today's session.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Introduce the students to the meaning of a guest. Guide them through the following: Guests: are visitors who come to visit a person or place, and are not the owners of the house or place they are visiting. In the context of hospitality, the person who receives guests is called the host. For example: <ul style="list-style-type: none"> • If a friend visits you at your home, they are your guest. • If you stay at a hotel, you are a guest at that hotel. • If a family invites you to dinner at their home, you are their guest. 2. Ask the students about the types of hospitality that can be offered to guests. Listen to all students. 3. Explain to the students that the types of hospitality offered vary from one home to another, depending on customs and traditions. 4. Ask the students about the manifestations of honoring a guest. For example: <ul style="list-style-type: none"> • Warm reception: A warm welcome, a smile, and kind words. • Serving food and drinks: Providing delicious food and drinks. • Meeting needs: Fulfilling the guest's requests as much as possible. • Providing comfort: Ensuring the guest's comfort and safety. • Avoid embarrassing the guest or making them feel bored. • Offering gifts: Offering gifts to the guest as a sign of appreciation. Examples of generosity towards guests: <ul style="list-style-type: none"> • In the desert: Offering Arabic coffee as a symbol of welcome and hospitality. • In some tribes: Offering a feast for the guest and ensuring their comfort. • In all circumstances: Offering food and drinks and caring for the guest.
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	<ol style="list-style-type: none"> 5. Ask students about the importance of honoring guests in Islam. Help them understand the following. <ul style="list-style-type: none"> • The Prophet (peace and blessings be upon him) encouraged honoring the guest and considered it a sign of faith. • It was narrated that the Prophet (peace and blessings be upon him) said: "Whoever believes in God and the Last Day should honor his guest." • Stories of the Companions and their followers regarding honoring guests demonstrate the importance of this behavior. 6. Ask the students about the duties of a guest towards the host and guide them to the following: <ul style="list-style-type: none"> • Showing appreciation and respect: The guest should express appreciation to the host for the hospitality and thank them for the hospitality, food, drink, and entertainment. • Behave courteously and graciously: The guest should be friendly and courteous in their dealings with the host and other guests and participate in conversations and discussions in a pleasant and respectful manner. • Adhere to the etiquette of hospitality: The guest should adhere to the accepted etiquette of hospitality, such as refraining from overindulging in food and drink, not smoking in undesignated areas, and not making noise that disturbs the host or their guests. • Do not burden the host: The guest should avoid requesting items or services that may be burdensome to the host and should be careful not to be a burden. • Participate in tidying up or helping out: If the guest is able, it is appropriate to offer to help tidy up the place, prepare food, or wash dishes. Even if the host initially declines, it is best to repeat the offer politely. • Maintain cleanliness and order: The guest should keep the place where they are sitting clean and tidy, and place their personal belongings in the designated place. • Conversation in a pleasant manner: The guest should avoid discussing topics that upset the host or cause conflict, and should ensure that their conversations are pleasant and useful. • Thanking the host: The guest should thank the host for the hospitality before leaving and express their gratitude for the hospitality. • Preparing to leave: The guest should prepare to leave in a timely manner and bid farewell to the host and their guests in a respectful manner. 7. Ask the students a variety of questions related to the guest and the host, for example: <ul style="list-style-type: none"> • How should we prepare and clean our home to welcome guests? • What things should we avoid saying in front of a guest? • How can we politely let a guest know that the visit is over? 8. Have the students share with you and their classmates the types of guests who visit their homes and how they treat them. Then, offer advice if necessary.
<p>Wrap-up</p>	<ol style="list-style-type: none"> 1. Provide practical tips for improvement related to applying discussion manners. 2. Praise the students appropriately. 3. Ask the students the questions on the Exit Card and record their observations.

I Can

Session Description: The teacher encourages the students to explore and celebrate their unique abilities, personal growth, and the power of positive self-confidence. Through group participation, guided reflection, and a symbolic story such as "Ahmed and the Lion's Tail," the students build self-confidence and realize that courage often begins with simply believing, "I can."

Target Grades: Grade 4 to 8

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 3. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 4. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of this session: Today we will learn two simple but powerful words: "I can." 2. Write "I can" on the board in large, clear print. 3. Explain to the students the purpose of this session. For example: Sometimes we forget how much we've learned, how far we've come, and what makes each of us strong in our own way. It's not just about what we can do in school; it's also about who we are, how we treat others, and the kind of people we become. Today, we will share, listen, and maybe surprise ourselves with what we can do.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Grab a soft ball, hold it in front of the students, and say, "I can..." and complete the sentence. 2. Throw the ball to a student, naming them. Ask them to describe themselves as you did. 3. Help the students talk about their strengths by giving them examples. For example: <ul style="list-style-type: none"> • I can speak two languages. • I can be a good friend. 4. Encourage the students to go beyond their academic subjects and help them identify different types of strengths. See the example attached to the following pages of the plan. For example: <ul style="list-style-type: none"> • I can be kind. • I can listen to my brother for hours. • I can paint with watercolors. • I can help my family. • I can make people laugh. 5. After listening to all the students, read the story "Ahmed and the Lion's Tail" to the students. Ahmed is a quiet boy who is teased by the older children. One day, a traveling magician gave him a lion's tail spell, saying it would turn him into a lion when he acted bravely. The next time the bullies approached, Ahmed remembered the spell, stood tall, and calmly asked them to stop. To his surprise, they backed off. Later, the magician revealed the truth: there was no magic—Ahmed's courage stemmed from his self-confidence. 6. Ask some questions and discuss them. For example:
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	<ul style="list-style-type: none"> • What lessons or morals can you learn from the story of "Ahmed and the Lion's Tail"? • What gave Ahmed courage and self-confidence? • Have you ever done something brave even when you were afraid? • What are you proud of being able to do now that you couldn't before? • What are you still learning to do—but believe you can one day? • How would you feel when someone said, "You can't do it?" What would you say in response? • Why is it important to support others and say, "Yes, you can?" • Can we help each other discover new "I can" statements? <p>7. Invite some students to share one of their favorites "I can" moments.</p> <p>8. Emphasize that abilities grow over time and that each person's journey is unique.</p> <p>9. Have each student write 3 to 5 "I can" statements on colored paper and decorate them with symbols to collect these papers on a wall titled "I can."</p>
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improvement related to applying discussion manners. 2. Praise the students appropriately. 3. Ask the students the questions on the Exit Card and record their observations.

Example

Emotional strengths <ul style="list-style-type: none"> • Shows compassion and kindness toward others. • Can manage themselves. • Can handle stress. 	Academic strengths <ul style="list-style-type: none"> • Excellent study skills. • Excellent analytical skills. • High level of internal motivation. • Ability to think critically. • Problem-solving skills. • The skill of learning new things quickly. 	Social Strengths <ul style="list-style-type: none"> • Sharply observant or shrewd. • Able to share, take turns, negotiate, and compromise. • Creates close friendships and social relationships. • A good listener. • Accepts differences in others. • Asks for help when needed.
Critical strengths <ul style="list-style-type: none"> • Can analyze information. • Can solve difficult problems. • Can debate and present arguments. • Can list the pros and cons of something. 	Leadership strengths <ul style="list-style-type: none"> • Can take initiative in appropriate situations. • Guides others. • Makes decisions with confidence. 	Physical strengths <ul style="list-style-type: none"> • Physical endurance. • Physical coordination (body movements to music, for example). • Has a hobby or interest in activities or dances.
Literary strengths <ul style="list-style-type: none"> • Understands sound structure; can perform tasks such as rhyming. • Can produce unfamiliar words. • Can recall details and retell stories after reading them. • Can make predictions based on what has happened so far in the story. • Reads with expression, similar to the way an actor speaks on television. • Makes connections between reading material and personal experiences. 	Athletic strengths <ul style="list-style-type: none"> • Has a strong sense of number, such as knowing which is larger and which is smaller. • Sees and understands patterns in nature and numbers. • Recalls math facts (such as $5 + 4 = 9$). • Can do mental calculations ("in his head"). • Uses real-world math concepts (such as doubling a recipe). • Understands mathematical terms used in word problems and solves puzzles or word problems. 	Linguistic strengths <ul style="list-style-type: none"> • Can imitate the pronunciation of words from other languages and can distinguish speech by country. • Uses words to express needs, desires, and ideas. • Can change tone of voice when telling a story or asking a question. • Tells stories with a clear beginning, middle, and end. • Can predict what will happen in a conversation. • Uses many words and loves learning new ones. • Understands jokes, puns, and sarcasm.
Other strengths <ul style="list-style-type: none"> • Practices yoga, mindfulness, or meditation. • Cares for animals and/or young children. • Entertains people by telling jokes or stories. • Conducts community service projects. • Artistic or musical skills. 	Academic strengths <ul style="list-style-type: none"> • Understands and sets goals; can plan for the future. • Remains focused on tasks. • Tries different approaches (flexible thinking). • Organizes ideas and physical objects (e.g., backpack). • Follows rules and routines well. • Learns from mistakes and solves problems. 	Executive strengths <ul style="list-style-type: none"> • Organizational skills. • Highly skilled time management. • Strong and effective memory. • High planning skills. • Organizational skills. • Highly skilled time management. • Strong and effective memory. • High planning skills.

My Future Profession

Session Description The students share their aspirations and dreams related to their dream career. During the session, the students dress up in their dream career, bring tools of the trade and talk about it to their peers.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

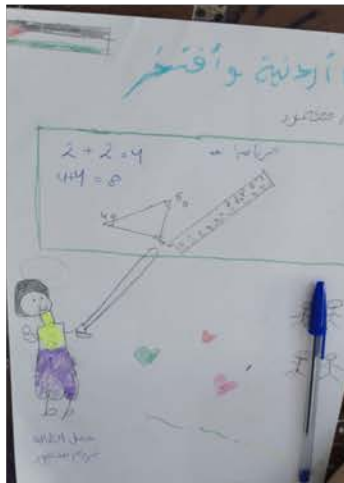
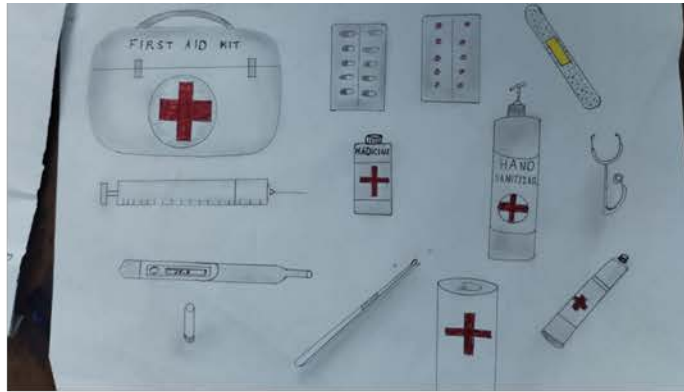
Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of this session. It aims to identify the students' dreams and ambitions. 2. Display a set of pictures related to the topic on the board. Show the students' drawings, models, games, etc. 3. Thank all the students who cooperated with you in preparing for this session by bringing pictures, paintings, etc.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Provide the students with an example of how to stand in front of their classmates and talk about their future profession. For example: Hello, I'm Ali. I want to become a doctor. As you can see, I'm wearing a white coat. I'm carrying a stethoscope, which is one of the tools doctors uses. I want to become a doctor so I can help others. 2. Have the students stand in front of their classmates one by one and talk about their profession. 3. Help the shy students express their profession. 4. Ensure that all students respect discussion etiquette throughout the session. 5. Ask the student giving the presentation additional questions to help them express themselves. 6. Ask questions of the class to ensure they are paying attention and listening to their classmate. <ul style="list-style-type: none"> • After all presentations are complete, encourage the students to reflect on the importance of all professions in society and how they complement each other. For example: What would happen if no one collected our trash or cleaned our streets? • How do farmers help us? What is their role in our society, even if we never actually meet them? • Can you think of a job that helps people in ways we don't always, see? • What is a job you didn't know much about but now find interesting? • If you could meet someone in a job you don't understand, what would you ask them? • What do you think a day in the life of a baker/driver/nurse would look like? Who would want to predict their routine? • Is a job still important even if it doesn't pay a lot of money? Why? • Can a job still be important even if it isn't famous or on TV? • What would our society look like if one type of job disappeared?
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Wrap-up	<ol style="list-style-type: none">1. Provide practical tips for improvement related to applying discussion manners.2. Praise the students appropriately.3. Ask the students the questions on the Exit Card and record their observations.
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Activity photos



My Favorite Football Team

Session Description: The students share their favorite soccer team with the rest of the class. During the session, they name the team and their favorite player, and even demonstrate some of the athletic moves they can perform.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 3. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 4. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of this session. It aims to identify the most popular football teams and players, find common ground among the class, and build stronger social relationships. 2. Display a collection of pictures related to the topic on the board. Display the students' work, including drawings, models, games, and other items. 3. Thank all students who collaborated with you in preparing for this session by bringing pictures, paintings, or other items.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students for their own opinions about the popularity and love of football around the world. 2. Give as many students as possible the opportunity to answer and encourage everyone to participate, even if it's just a nod or a disagreement with their classmates. 3. Have one student draw a football field on the board. Have their classmates help them plan it properly. 4. Ask the students various questions about football and its rules, such as: <ul style="list-style-type: none"> • What is the size of a football field? <ul style="list-style-type: none"> ➤ The size of a standard football field varies slightly, but it's typically between 100 and 110 meters long and 64 to 75 meters wide. The recommended dimensions for international matches are 105 meters long and 68 meters wide. • How many players are there? <ul style="list-style-type: none"> ➤ 11 players. • How long is one half of the match? <ul style="list-style-type: none"> ➤ 45 minutes • What distinguishes the goalkeeper from the rest of the team? <ul style="list-style-type: none"> ➤ The goalkeeper is the only player allowed to touch the ball with their hands or arms, provided they are within their own penalty area. Players other than the goalkeeper often use their feet to attack or pass the ball, but they can also use their head to strike the ball. • Who won the last World Cup? • What is offside? <ul style="list-style-type: none"> ➤ Offside in football refers to the position of an attacking player when they are closer to the opposing team's goal line than the ball and the last defender (usually the goalkeeper or second-last defender) when the ball is played by a teammate. A player in an offside position is not considered to have committed an offense unless they participate in play in a way that affects the path of the ball or impedes the progress of the opponent. • What is a free kick? <ul style="list-style-type: none"> ➤ A free kick in football is a kick awarded to a team following a foul committed by the opposing team. A free kick can be direct, where the player can shoot the ball directly
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	<p>towards the goal and score, or indirect, where the player must pass the ball to a teammate before a goal can be scored.</p> <ul style="list-style-type: none"> • What is a penalty kick? <ul style="list-style-type: none"> ➤ A penalty kick, or "penalty," is a direct free kick in football awarded to the attacking team when the opposing team commits a foul within their own penalty area. The penalty kick is taken from the penalty spot, a mark 11 meters from the goal line. • When should the game be stopped? <ul style="list-style-type: none"> ➤ A fall or collision between players ➤ A player is so exhausted that they cannot get up ➤ In adverse weather conditions <p>5. Have the students mimic some football moves.</p> <p>6. Arrange a time with your students to play football in the schoolyard.</p>
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improvement related to applying discussion manners. 2. Praise the appropriately. 3. Ask the students the questions on the Exit Card and record their observations.

Friday with My Grandparents

Session Description: The students document their activities with their grandparents on Fridays and share them with their teacher and classmates. They also express their feelings while doing these activities. The teacher can explain the activity to parents via WhatsApp groups well in advance. Parents are asked to document their children's activities with their grandparents with photos, videos, or drawings and share them via WhatsApp groups for the students to discuss.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 5. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 6. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain the purpose of this session to the students, as it aims to strengthen the relationship between the students and their grandparents and introduce them to the various activities they can do with them. 2. Be a role model for the students by introducing them to activities you do with your grandparents. For example: Hello, my name is Khaled. I love my grandparents very much because they are the source of love and affection in the house. I enjoy visiting them because my grandfather tells stories about the heroism of our ancient ancestors. I love playing intelligence and quick-witted games with my grandfather. As for my grandmother, she prepares me the most delicious foods and always talks to me about how to make sweets. 3. Explain to the students that this activity aims to learn more about each other. 4. Ask the students to show interest in each other's presentations.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students one by one to talk about their activities with their grandparents in the same way you did the students and offer help if necessary. 2. Ask the students some additional questions to show your interest in them. For example: Why should we listen to our grandparents' advice? 3. Give comments after each presentation. For example: Wow! Your grandfather owns a grocery store! Do you often visit his shop? It's great that your grandmother lives with you in the same house. Isn't it. Your grandfather loves his car, and you enjoy fixing it with him. Great! Can you tell us the names of some of the parts in the car? It's great that you're helping your sick grandfather. So, you help your grandmother clean her house every time you visit! God bless you. Which of you, dear students, also helps their grandmother clean? 4. Encourage the class to ask questions of their partner who is presenting the presentation. 5. Draw the students' attention to some of the unique and unusual things you find in their classmates' presentations. 6. Show your amazement and enthusiasm to encourage the
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	<p>students and spark their interest in each other's presentations.</p> <ol style="list-style-type: none">6. Don't forget to ask the students to applaud their friend who gave the presentation.7. Ensure that all students follow discussion manners during this step.
Wrap-up	<ol style="list-style-type: none">1. Ask the students to point out similarities or differences in each other's presentations.2. Advise the students on how to treat, appreciate, and respect grandparents.3. Provide practical tips for improvement related to applying discussion manners.4. Praise the students appropriately.5. Ask the students the questions on the Exit Card and record their observations.



Example

Hello my friends... I will introduce you to my grandfather Mohammed and my grandmother Sarah. This is my grandfather Mohammed and this is my grandmother .Sarah



I visit my grandparents every Friday. We eat a delicious lunch prepared by my grandmother.

My brother helps my grandfather on Fridays by doing maintenance on the house .and car



I sit with my grandmother and watch TV. Sometimes my grandmother teaches me .how to knit. I love my grandparents



Activity photos



Shopping with My Family

Session Description: The teacher explains the activity to parents via WhatsApp groups well in advance. They are asked to document their shopping activities with their children with photos or videos and send them via WhatsApp groups for students to discuss. During the session, the students share their shopping experience with their classmates.

Target Grades: Grade 3 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of shopping with your family. It aims to teach students how to handle cash, appreciate the value of things, and feel responsible. 2. Display a collection of pictures of shopping, such as coins, the market, vegetables, various purchases, and more.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students about shopping and the market, its importance, and the needs of families and individuals. 2. Show the student's pictures of banknotes and ask them about their purpose. 3. Explain to the students the value of banknotes using examples. For example: We have 5 dinars to buy vegetables and fruits. What do you think I can buy with this amount? Then give another example using a 10 dinar note. Explain the difference in the amount of items that can be purchased using the value of the two notes. 4. Talk about needs or basics and wants or complements. Explain to the students the meaning of needs and complements. 5. Show student's pictures or items and ask them to classify them into needs and complements. Ask the students questions such as: Do we need this thing or want it? 6. Talk about healthy choices. For example, about the importance of vegetables and fruits. 7. Give students several food options and ask them to classify them into healthy and unhealthy options. 8. Encourage the students to make healthy choices when shopping. 9. Ask the students about the meaning of a household budget. Guide them through the following: A household budget is a financial plan aimed at effectively managing a family's income and expenses. This plan includes identifying sources of income, determining necessary and recreational expenses, and setting savings goals. The primary goal is to achieve a balance between income and expenditure, avoid unnecessary debt, and achieve financial stability for the family. 10. Involve the students in price comparisons. For example: Which is cheaper: 1 kilo of cucumbers or 1 kilo of tomatoes? 11. Allow the students to talk about their shopping experiences with their families or alone and their choices.
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	<p>12. You can have the students play the role of buyer and seller. Or, organize the student shopping race. See suggested ideas on the next page.</p>
Wrap-up	<ol style="list-style-type: none">1. Provide practical tips for improvement related to applying discussion manners.2. Praise the students appropriately.3. End the session by asking students an open-ended question to reflect on with their families. For example: Why do things cost differently? Why does a kilo of cucumbers cost 50 piasters while a kilo of tomatoes costs 30 piasters?4. Ask the students the questions on the Exit Card and record their observations.

Example

Example 1: Shopping Contest

1. Set up a corner or table in the classroom to display a variety of items, including fruits, vegetables, snacks, toys, and more.
2. Set an appropriate price for each item.
3. Select two students and give each of them a shopping list and a set of coins of equal value.

*Consider the students' ages. For the shopping list, you can design a visual shopping list containing pictures of items instead of words.

4. Set an appropriate time for the race, then send the two students shopping.
5. The student who completes the shopping in the shortest time wins, provided they bring all the items on the shopping list and return the remaining coins to the teacher.



Example 2: Role-Playing

1. Create a small shopping mall. Prepare a table or cart with a variety of vegetables, fruits, cereals, and toys. Label the prices and include discounts or offers, such as "buy two, get one free."

2. Assign roles to the students: seller, buyer, or store clerk.

Seller: Counts the items, issues a receipt, and accounts with the buyer.

Buyer: Buys the items on the shopping list within their budget.

Store clerk: Helps the buyer buy items that may not be on the shopping list.

3. Give the buyer a shopping list and a stack of paper money. Send them to the market. This will make the class an adventure.



Activity photos



Ramadan Month

Session Description: The teacher discusses with his students the virtues of the month of Ramadan, and urges them to welcome the month of Ramadan with joy and happiness, and to invest the month in worship and obedience.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

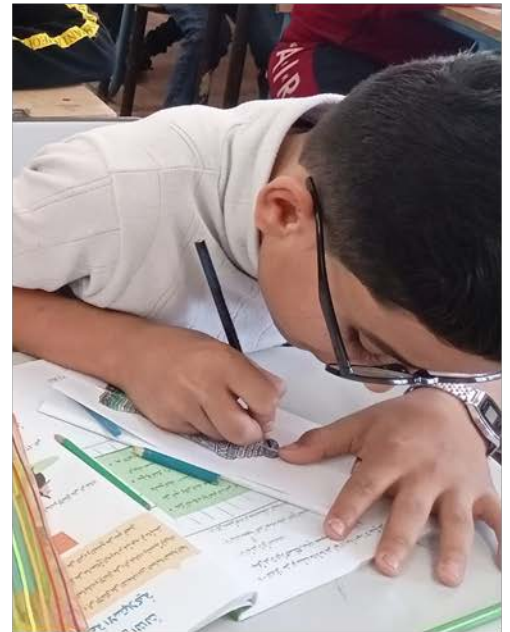
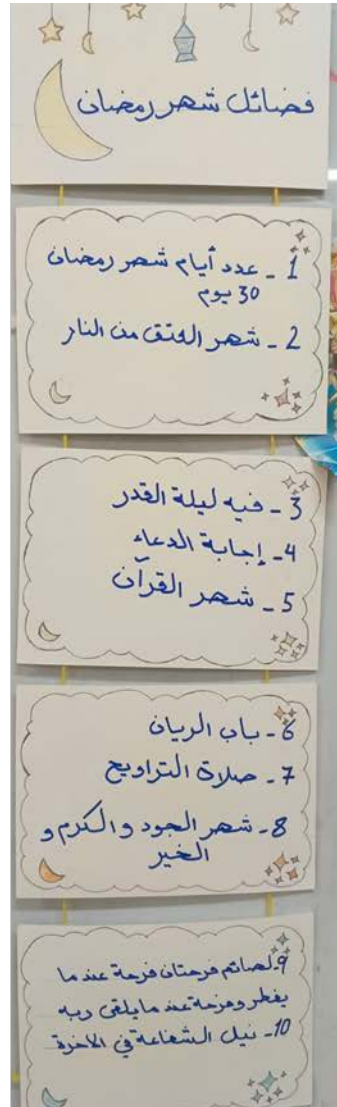
Steps	Instructions
Introduction	<ol style="list-style-type: none"> 3. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 4. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Show the students an animated video related to the discussion topic, post pictures on the board, or read them a story. 2. Ask the students questions related to the lesson learned from the story or video, or the meanings of the pictures posted. 3. Then explain to the students the purpose of this session: to learn about the virtues of the holy month of Ramadan.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students several questions related to the holy month. For example: <ul style="list-style-type: none"> • How many days are there in Ramadan? • What is the virtue of fasting during Ramadan? • When is the time for breaking the fast? And when is the time for Suhoor? • Is fasting obligatory or recommended? • Who can cite verses in which fasting is mentioned? Or the month of Ramadan? <ul style="list-style-type: none"> ➤ (The month of Ramadan in which was revealed the Qur'an, a guidance for mankind and clear proofs of guidance and criterion) [Al-Baqarah: 185] ➤ (O you who have believed, decreed upon you is fasting as it was decreed upon those before you that you may become righteous) [Al-Baqarah: 183] • What is the name of the night mentioned in the Qur'an as "a night better than a thousand months"? • How do you welcome Ramadan? What decorations do you prepare? • How do you help your families during Ramadan? What are some things you can take responsibility for to ease the burden on your mothers? • How do you spend your day during Ramadan? What is your daily routine? • What are the special acts of worship you perform during Ramadan? 2. Ask the students to display their work, including drawings, paintings, and other items. Allow them to explain them to their classmates. Help them by asking various questions, such as: <ul style="list-style-type: none"> • What did you prepare for us? • Who helped you prepare it? • What does this drawing or painting express? • Where would you like to hang it? 3. Collect the students' various works on a wall mural and ask them to help you decorate it in anticipation of the holy month.
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Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improvement related to applying discussion manners. 2. Praise the students appropriately. 3. Ask the students the questions on the Exit Card and record their observations.
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Activity photos



My School Is My Second Home

Session Description: During the session, the students express their feelings about their school and share with their classmates what they love and appreciate most about it. The teacher then compiles the students' work and drawings into a mural titled "My School, My Second Home."

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of this session, which aims to strengthen their connection and appreciation for school as a second home. 2. Ask the students to define the meaning of home. Explain to them the following: Home: A shelter that provides safety and protection from external dangers. It is a place where people feel comfortable and secure. 3. Ask the students about the different places that make them feel safe, secure, and protected. Listen to their answers and inquire about the reasons.
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listening and Expressing	<ol style="list-style-type: none"> 1. Tell the students about your old school days. Tell them about the places you used to go with your friends. Mention your favorite places at school. Mention the activities you enjoyed with your friends. For example: When I was a student your age, I used to sit with my friends in the middle of the playground on the ground. We would form a circle together, sharing food and talking. The playground was my favorite place for me and my friends because we could do whatever we wanted—sit, run, and play. One of my favorite games was basketball, because I loved it. 2. Give all students the opportunity to participate in talking about their school and listen to them. 3. Allow the students who have prepared drawings or models to present them to their classmates and explain them. 4. Read the story included in the plan to the students. Help them visualize the events. Try acting out parts of the story, changing your voice and using your body language to make the story interesting and engaging for the students. 5. Ask the students for their impressions of the story. 6. Ask each student to imagine their school alive, and ask them where they expect the heart of the school to be. 7. Listen to the students' different answers and help them explain why. For example: Khaled: The heart of the school is the library, because all the stories and books are in the library. It's where stories live and dreams grow. Youssef: I think the heart of the school would be the playground, because it's where the students gather. 8. Show interest in the students' answers and ask for further explanations. 9. Have the class comment on their classmates' answers, agreeing, disagreeing, or adding other explanations.
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Wrap-Up	<ol style="list-style-type: none">1. Provide practical tips for improvement related to applying discussion manners.2. Praise the students appropriately.3. Ask the students the questions on the Exit Card and record their observations.
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The Story of a School with a Heart

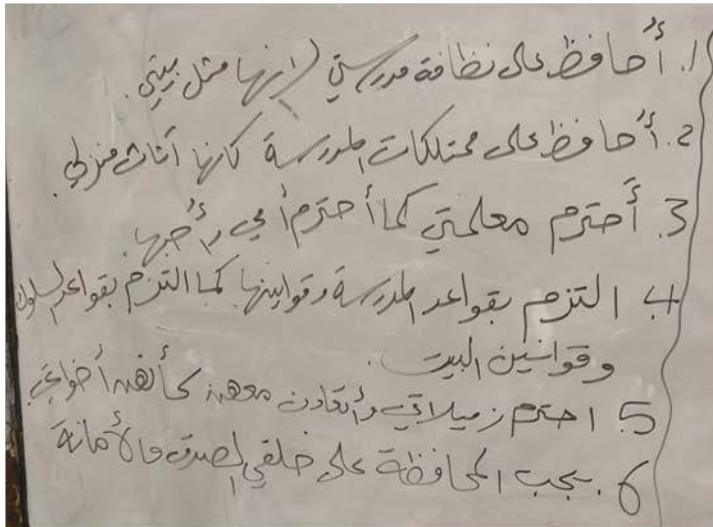
There was a boy named Tariq, who was forced to leave his beloved school, friends, and teachers to move to a new school in a new city. Tariq disliked his new school, found it difficult to make new friends, and barely spoke a word at school. He kept his eyes on the ground; his stories folded like old papers in his back pocket. To him, school was just a few hours of reading, not a place where he belonged.

One day, his teacher moved the class to the school garden. The students sat under a large fig tree. During the session, the wind passed through the tree's leaves, rustling softly. Tariq felt a magical, beautiful feeling.

The next day, Tariq ran to the fig tree to sit under it for the entirety of recess, reading his favorite stories, feeling relaxed and enjoying the sound of the rustling trees.

Another day, Tariq arrived at school early, ahead of his classmates. On his way to class, he found the windows opening by themselves, letting the golden rays of sunlight filter through the school corridors. Amazed, Tariq continued walking toward his classroom. On his way, he heard a boom. He paused for a moment and heard another boom. It was a soft, steady, gentle thump. Tariq tried to follow the sound of the thump. He put his ear to the corridor wall and began walking in the direction of the sound. While listening, he placed his hand on the wall and found it warm. This surprised him. Tariq continued following the continuous thump until he reached the library. Tariq looked through the door into the library and saw the chairs gathered in a circle, as if whispering secrets. Tariq was amazed and decided to come closer to take a look. He saw a book glowing red and pulsating violently (boom, boom, boom). He ran quickly, frightened, to his classroom. As soon as he arrived, he was surprised to find several students who had also arrived early waiting in the room. Tariq shouted to his classmates, "Is the school alive?" Their classmates laughed and said, "You mean alive?" Tariq replied, "Yes!" Tariq decided to take his classmates to the library to show them what he had seen. But everything was in its place, and his classmates hadn't seen what Tariq had told them. Tariq felt disappointed and returned sadly to his class. In the following days, Tariq began to notice strange things at school. Once, he found the music room playing tunes on its own. Another time, he found the art supplies dancing in the art room. Another time, he found the sports equipment competing with each other. Another time, he heard the science lab equipment laughing every time a student made a mistake in an experiment. Tariq's days at school became more interesting day after day, but no one believed him. One day, Tariq remembered how he felt when he first came to school. He placed his hand on the wall of his classroom and whispered, "Thank you, teacher. You made my days throughout the school year interesting and enjoyable." Suddenly, the school responded to Tariq with a warm breeze through the cracked windows, which Tariq felt like a hug. Tariq smiled, no longer feeling sad; school had become his favorite place, his second home, a place that embraced him.

Activity photos



The Importance of Sports in Our Lives

Session Description: The teacher discusses with his students the importance of exercising and its impact on an individual's physical and mental health. He then attempts to teach his students some exercises that instill energy and vitality, encouraging them to learn and practice them regularly.

Target Grades: Grade 1 to 10

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Show the students some sports pictures or demonstrate sports movements in front of them. 2. Then explain to the students the purpose of this session, which is to learn about the importance of sports and its impact on an individual's physical and mental health.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Have the students attempt to list several points about the importance of exercise for the human body and psyche. Help them identify the following: <ul style="list-style-type: none"> • Preventing diabetes, as regular exercise helps the body produce insulin properly and thus control diabetes. • Stimulating blood circulation, as movement during exercise stimulates blood circulation, which leads to the transport of nutrients to all parts of the body. • Improving immunity, as white blood cells increase during exercise, strengthening the body's immune system. • Strengthening the heart, as the heart pumps more blood during exercise, gaining the ability to function as needed and remain in good condition. This contributes to increasing life expectancy. • Maintaining normal blood cholesterol levels, as exercise increases the elasticity of blood vessel walls and reduces the risk of high blood pressure. • Strengthening the body's lungs and increasing their capacity, which increases the percentage of oxygen entering the blood and increases the efficiency of the breathing process. • Exercise causes changes in the brain, such as the release of dopamine and serotonin, which reduces the risk of depression by approximately 30%. These hormones are known as the "happy hormones" and are essential for mood stability and a positive feeling. Any exercise stimulates the production of these hormones, especially when winning. 2. Ask a number of students to demonstrate some of the sports moves they know to the class. Then have the entire class try to perform them together. 3. Ask the students about the sports moves their classmates demonstrated and how difficult they found them. Encourage additional the students to demonstrate their own sports skills. 4. Ask the students about the most enjoyable sports moves or games and inquire about the reason. 5. Show a video of the sports moves. See the quick response link below.
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6. Explain the sports moves in the video to the students. See the description attached to the plan.
7. Practice the sports move in front of the students.
8. Show the exercises again to the students, one by one. After each exercise, ask the students to try it.
9. Ensure that all students can perform each exercise correctly.
10. Replay the video and perform the exercises, naming them.
11. Ask the students for their impressions of the exercises. Encourage them to teach them to their families at home.
12. You can practice the exercises later and then demonstrate them in front of the school class during the morning assembly.

Wrap-up

1. Provide practical tips for improvement related to applying discussion manners.
2. Praise the students appropriately.
3. Ask the students the questions on the Exit Card their observations.

Japanese Exercise Routine



Exercise routines consist of a set of pre-determined exercises performed in time with music. exercises are designed to use all muscle types, but they are not too strenuous, so even the elderly can use them to their liking. These



Exercise 1: Head Dip

1. Stand with your arms at your sides and look forward.
2. Maintain the same stance and raise your head and look at the ceiling.
3. Maintain the same stance and lower your head and look forward.

Repeat 8 times.

Exercise 2: Rocket Move



1. Move your arms down and up, then squat down (4 times).

2. Stand straight and extend your arms upward.
3. Bend your knees and place your hands on your head.
4. Stand straight and extend your arms upward.

Repeat 4 times.



Exercise 3: Indian Movements. Repeat 2 times.

Part 1: Bend the Knees

1. Place both hands on your right knee and bend your left knee (twice)
2. Stand straight and extend your arms upwards
3. Place both hands on your left knee and bend your right knee (twice)
4. Stand straight and extend your arms upwards

Part Two: Hand Movements

1. Wipe your left hand over your right hand on the right side, bending your right knee on the right side.
2. Then turn left and wipe your right hand over your left hand.

Then turn right and make a rotating hand movement.

* Repeat the exercise twice.

Exercise 4: Egyptian Movements (Repeat the exercise twice)

Part One: Head and Leg Movements

1. Place your right hand on your head and your left hand on your left heel, with your left foot flexed.
2. Clap your hands above your head.
3. Place your left hand on your head and your right hand on your right foot, with your right foot flexed.
4. Clap your hands above your head.

Repeat the exercise twice



Part 2: Snake Head

1. Raise your arms and fold your palms to the left, bending your right knee.
2. Raise your arms and fold your palms to the right, bending your left knee.
3. Raise your arms and fold your palms to the left, bending your right knee.

Repeat 2 times.

Exercise 5: The Blooming Flower

Part 1: Inhale and Exhale, Lengthening Your Arms

1. Cross Your Arms
2. Raise your arms up and inhale.
3. Exhale as you cross your arms.

Repeat 2 times.

Part 2: Rotation

1. Touch your right foot.
2. Raise your arms and circle toward your left foot.
3. Touch your left foot (2 times).
4. Touch your left foot.
5. Raise your arms and circle toward your right foot.
6. Touch your right foot (2 times).



Exercise 6: Clapping to Both Sides

Part 1: Touch the Knee with the Right Elbow

1. Make a fist and raise your left knee to the right and touch your right elbow.
2. Rest your left foot on the floor (twice)
3. Clap your hands to the right.
4. Clap your hands to the left.
5. Clap your hands to the right (3 times).

Repeat twice.



Part 2: Touch the Knee with the Left Elbow

1. Make a fist and raise your right knee to the left and touch your left elbow.
2. Rest your right foot on the floor (twice).
3. Clap your hands to the left.
4. Clap your hands to the right.
5. Clap your hands to the left (3 times).

Repeat twice.



Exercise 7: The "Hello" and "Marhaba" Movement

Part 1: Greeting a Friend

1. Move your torso by raising your arms to the left with your palms open and your legs bent to the right
2. Move your torso by raising your arms to the right, opening your palms, and bending your legs to the left.

Repeat the exercise twice.



Part Two: Step Right and Step Left

1. Clench your palms and step forward with your right foot to the left, then raise your left foot, then return to the center.
2. Clench your palms and step forward with your left foot to the right, then return to the center.
3. Run in place four times.



Part Three: Greeting a Friend Again

1. Move your torso by raising your arms to the left, opening your palms, and bending your legs to the right.
2. Move your torso by raising your arms to the right, opening your palms, and bending your legs to the left.

Repeat the exercise twice.



Part Four: Clap on the Thighs

1. Spread your feet, bend your knees, and clap your knees.

Repeat the exercise four times.



Exercise 8: Rocket Movement

1. Move your arms down and up (4 times)
2. Squat down
3. Stand straight and extend your arms upwards
4. Bend your knees and place your hands on your head
5. Stand straight and extend your arms upwards

Repeat 2 times



Exercise 9: Rocket Rotation

1. Jumping in place with arms closed (16 times)
2. Jumping in place with rotation around yourself and raising your arms with clenched fists (8 times)
3. Jumping in place with raised arms and clenched fists (4 times)

Repeat 2 times



Exercise 10: Rocket Rotation

1. Move your arms down and up (4 times)
2. Squat down
3. Stand straight and extend your arms upwards
4. Bend your knees and place your hands on your head
5. Stand straight and extend your arms upwards



Healthy Food

Session Description The teacher helps the students categorize foods into healthy and unhealthy. They also encourage the students to eat healthy foods available in the cafeteria or bring them from home. During the session, the students present a selection of healthy foods to their classmates.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of this session. It aims to learn how to classify foods as healthy or unhealthy, and to understand the effects of eating healthy foods on the human body. 2. Display a collection of pictures related to the topic on the board. Show the students' work or the food they brought to the entire class. 3. Thank all students who cooperated with you in preparing for this session by bringing pictures, paintings, food, or other items.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students what is meant by healthy and unhealthy food. Ask them to give examples. Help them identify the following: <p>Healthy food: A balanced and varied diet that contains all the essential nutrients the body needs. Healthy food includes the six food groups, which include proteins, carbohydrates, fats, essential vitamins and minerals, and water.</p> <p>Unhealthy food: A diet that lacks nutritional value and is high in calories. It is often rich in saturated or trans fats, sugar, and salt. Eating too much of it can lead to many health problems.</p> 2. Ask the students to display their drawings, foods, or models one by one in front of their classmates. 3. Have the class help their classmates categorize the foods they brought as healthy or unhealthy. 4. Ask the students about the benefits of eating healthy food. Guide them through the following: <ul style="list-style-type: none"> • Why does healthy food help us feel satisfied? <ul style="list-style-type: none"> ➤ Because it protects us from disease: Eating fruits, vegetables, and whole grains gives our bodies the ability to fight off colds and feel strong every day. ➤ Because it gives us long-lasting energy: Healthy food is like fuel for your body—it keeps you active at school, at play, and when having fun with friends! ➤ Because it makes our hearts happy: Foods like nuts, seeds, and oats help our hearts beat strongly and steadily. ➤ Because it helps our bodies grow healthily: When we eat healthy, our bodies grow the right way—not too fast, not too slow. ➤ Because it builds strong bones and teeth: Milk, cheese, leafy greens, and even small fish provide us with the calcium we need to run, jump, and smile! • Why is healthy eating good for our brains? <ul style="list-style-type: none"> ➤ Because it helps us feel calm and happy: Certain foods help our brains feel calm and make it easier to deal with strong emotions.
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	<ul style="list-style-type: none"> ➤ Because it improves our memory: Eating certain foods helps us concentrate, learn, and remember what we're studying in class. ➤ Because it helps us sleep better: When we eat balanced meals (and without too much sugar!), it's easier for our bodies to get enough rest at night. • Why it's also beneficial in the future. <ul style="list-style-type: none"> ➤ Because it protects us from serious diseases: A healthy diet reduces the risk of developing conditions like diabetes or heart disease in old age. ➤ It keeps us feeling young and fresh: Fruits and vegetables have special powers (called antioxidants) that help keep our bodies and skin looking and feeling good as we age.
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improvement related to applying discussion manners. 2. Praise the students appropriately. 3. Ask students Exit card questions and record observations.

Time management

Session Description: The teacher explains the concept of time to his students and helps them organize their time by suggesting some necessary steps to determine priorities through an experiment using sand and stones.

Target Grades: Grade 5 to 10

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Show the students some images related to time. Examples include a clock, an hourglass, a clock melting or disappearing in the wind, a person running, a person trying to turn back time, a person overwhelmed with tasks, and so on. 2. Ask the students about the meanings of these images, and try to listen to as many students as possible without prejudice or directing them. 3. Then explain to the students the purpose of this session: to help the students feel more in control and less overwhelmed after learning about time management techniques.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask all students to sit in a circle or a square to demonstrate a story called "The Time Bowl." 2. Prepare to demonstrate the "Time Bowl" experiment in front of the students. Bring the necessary materials: a bowl (preferably glass), large stones, small pebbles, sand, and water. 3. Explain to the students that this bowl represents time. The stones, pebbles, sand, and water all represent the tasks we perform in our lives. There are important tasks that we must accomplish first, and they are of great value, represented by the large stones. 4. Explain to the students that your task is to try to fit all these stones into the bowl. 5. Ask the students: "Do you think these large stones will fit inside the bowl?" and listen to their answers. 6. Place the large stones inside the bowl. Then, show the students the bowl and ask for their feedback. 7. Then, ask the students: "Do you think the bowl will fit if I add the small pebbles?" and listen to their answers. 8. Then, gradually place the small pebbles in the container and shake it until they find their proper place. Then, show the container to the students and ask for their impressions. 9. Then, ask the students: Do you think the container is now large enough to add sand? Listen to their answers. 10. Then, gradually pour the sand into the container and shake it until the sand finds its proper place. Then, show the container to the students and ask for their impressions.
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	<ol style="list-style-type: none"> 11. Then, ask the students: Do you think the container will hold more? Listen to their answers. 12. Then, ask the students: Do you think the container will hold more water? Listen to their answers. 13. Then, gradually pour water into the container until it is completely full. Then, show the container to the students and ask for their impressions. 14. Ask the students for their impressions of the container's volume at the beginning and after the experiment is over. 15. Ask the students what they learned from this experiment and listen to their answers. 16. Explain to the students that time is like a vessel; if we don't put the most important things in it first, they won't find room later. Therefore, it's important to prioritize and work on accomplishing them, as this will help us use our time effectively. Therefore, no matter how busy a person's schedule is, they can accomplish more with organization. 17. Have the students list several points about the importance of time management. Guide them to: <ul style="list-style-type: none"> • Increased productivity: Time management helps you accomplish more tasks in less time, which increases productivity. • Achieving goals: By setting priorities and creating timelines, it becomes easier to achieve desired goals. • Reduced stress: Time management helps reduce stress and anxiety caused by feeling unable to complete tasks. • Improved performance: When time is well-organized, performance improves at work, school, or any other area. • Better work-life balance: Time management helps you allocate time for leisure activities and relaxation, which achieves a better work-life balance. 18. Ask the students to suggest some tips to help their classmates organize their time. Guide them to: <ul style="list-style-type: none"> • Start your day early: Waking up early gives you more time to get things done. • Focus on one task for 25 minutes, then take a 5-minute break, and repeat. • Make time for unexpected tasks: Don't forget to make time for unexpected tasks that may arise during the day. • Learn to say no: Don't hesitate to decline tasks that don't fit your priorities or that you can't complete. • Reward yourself: When you complete a task, reward yourself with something you enjoy.
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improving discussion manners. 2. Praise the students appropriately. 3. Ask the students to try to repeat the experiment by changing the order of the stones and share their results with you later. 4. Ask the students the questions on the Exit Card and record their observations.

The Island

Session Description: The teacher presents the students with a fictional situation in which they arrive on a remote island. The teacher then begins to ask his students various questions to discover their ways of surviving on this island in order to survive and try to extricate themselves from it.

Target Grades: Grade 5 to 10

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 3. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 4. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of learning about the traditions of Arab countries, which is to explore how people use creativity, teamwork, and resilience when facing difficult challenges in nature. 2. Display a set of photos of an island or show a video related to the topic and briefly talk about the topic.
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Listening and Expressing	<ol style="list-style-type: none"> 1. During the video/photo presentation, ask the students thought-provoking discussion questions to spark dialogue while watching the video/photo. For example: <ul style="list-style-type: none"> • What would you do first if you suddenly found yourself alone on a deserted island? Why? • What would you do if you found predators living on the island, such as crocodiles or lions? • What are the most important skills for survival in the wild without modern tools? • What would be your priorities when you find yourself on the island? • How would you work together to get off the island? • What challenges do you anticipate facing on the island? • What is the most difficult part for you personally? Finding food, staying safe, or surviving alone? • How do resilience and creative thinking in difficult situations relate to surviving on the island? • How would your plan change if you were forced to stay with your families on the island? • What would you do or act if you were forced to stay on the island with people you couldn't communicate with? • What natural resources would you use to build your huts? • What natural resources will you use to craft tools to protect yourself from predators? • How will you use the island's resources sparingly? • How does this experience relate to what we are learning about empathy, teamwork, or environmental stewardship? 2. Give the students the opportunity to reflect on questions before answering. 3. Listen to all students' answers without prejudice. 4. Encourage the students to comment on their peers' answers and respectfully express their opinions. 5. Have the students summarize the lessons learned from the island session. Guide them to:
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	<ul style="list-style-type: none">• Teamwork matters: Cooperation and communication are often the difference between success and struggle in survival situations.• Resourcefulness is strength: Creativity and quick thinking can help solve unexpected problems with limited tools.• Resilience builds character: Facing and overcoming fear, hunger, or loneliness teaches mental and emotional strength.• Appreciation for nature: Surviving on land deepens understanding of and respect for the environment and natural resources.• Empathy and shared responsibility: Caring for others in difficult circumstances makes the challenges they face easier.
Wrap-up	<ol style="list-style-type: none">1. Provide practical tips for improving discussion manners.2. Praise the students appropriately.3. Ask the students Exit card questions and record observations.

Traditions of the Arab Countries

Session Description: The teacher asks the students to choose an Arab country, research its customs and traditions, and bring their favorite foods or sweets to share with the class, all wearing traditional clothing from that country. During this session, the teacher encourages the students to learn about, admire, and respect the cultures of other Arab countries. It is recommended that the teacher coordinate the distribution of Arab countries among the students to avoid repetition.

Target Grades: Grade 3 to 10

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of learning about the traditions of Arab countries, which is to foster a deep respect for cultures and differences, helping future the students grow into more inclusive and open-minded individuals in an interconnected world. 2. Ask the students what is meant by the terms "customs" and "traditions" and the difference between them. Guide them through the following: <ul style="list-style-type: none"> • Culture: The broad set of shared beliefs, values, behaviors, language, arts, and traditions that define a group of people and shape their way of life and interaction. It is the invisible thread that connects generations and gives a society its identity. • Customs: The specific and often repeated practices or rituals within a culture—such as greetings, holiday traditions, or ways of showing respect. They are the visible expressions of culture in everyday life. • Culture is the entire story, and customs are the scenes that bring it to life.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Write on the board the basic information you want the students to discuss during their presentation. For example, the name of the country, the country's flag, traditional clothing, traditional food, famous people from the country, national or traditional music and songs, words from the country, a map of the country, etc. 2. Introduce an Arab country to the students as an example. Then, ask the students, one by one, to introduce the country they have prepared for. <ul style="list-style-type: none"> * You can arrange the presentation by having each group of students who have prepared for an Arab country occupy a corner of the classroom and display their research findings. This way, the classroom will resemble an exhibition of Arab countries. 3. During the students' presentations, encourage them to talk about the country they have visited with pride and honor. When displaying traditional clothing, ask the students to explain these clothes and the names of the items they are wearing. 4. Invite parents to attend and talk about the culture of one of the countries (if possible). 5. Express your amazement at the students' presentation and praise their efforts. 6. After all students have completed their presentations, ask them these questions: <ul style="list-style-type: none"> • What are some of the key customs or traditions you discovered during today's session? • What similarities or differences did you notice between these cultures? • What surprised you most while preparing your presentation about a country's culture?
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	<ul style="list-style-type: none"> • What is your impression of diversity, and how has learning about this culture changed your view of diversity? • What part of your presentation are you most proud of, and why? • Why is it important to learn about other cultures? • How does geography and the environment influence how people live and shape their culture? • If you could ask one question to someone from a given country, what would it be? • How did you choose the visual elements for your presentation? • If you could add one additional element to your presentation, what would it be? <p>7. Distribute a worksheet titled "Diversity" to the students, explain the requirements, and ask them to complete it as homework.</p>
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improvement related to discussion manners. 2. Praise the students appropriately. 3. Ask the students if they would like to repeat the session in a country other than the Arab world, and coordinate with them. 4. Ask the students the questions on the Exit Card and record their observation.

worksheet

Diversity

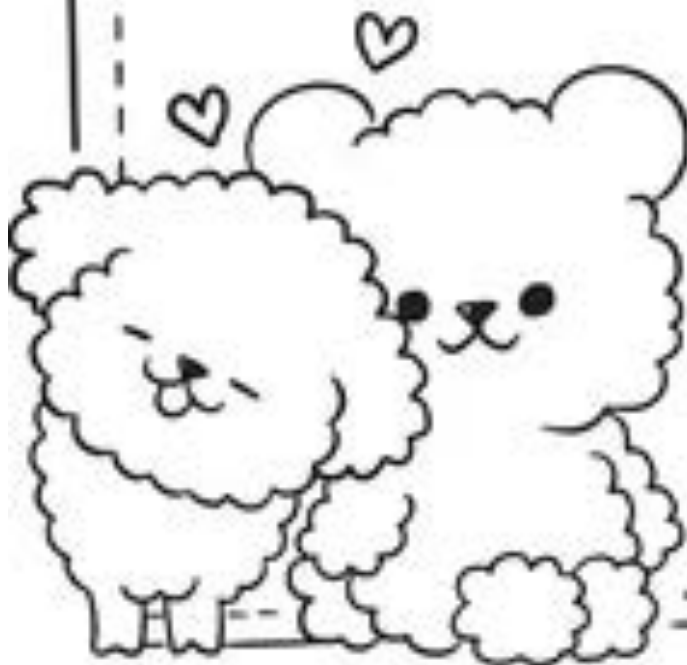
Name:

Class/Section:

Peoples are distinguished by their diverse traditions, especially in the way they celebrate holidays and occasions. How do you see this diversity in your daily life through your interactions with the people around you?

What are the benefits of this difference and diversity in society? Do some people sometimes face difficulties with this difference?

Write about diversity in a paragraph consisting of connected sentences



Social Media Sites

Session Description: The teacher displays a series of images on the board and conversations on various social media sites. He then discusses with the students the benefits and risks of these sites and how to use them safely and responsibly.

Target Grades: Grade 5 to 10

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of the session, which is to raise awareness of the benefits and risks of these social media sites, and how to use them safely and responsibly. 2. Ask the students to define social media sites and guide them through the following: Social media sites are internet-based digital platforms that allow users to communicate and interact with each other, share information and ideas, and build social networks. These sites allow users to share various types of content and interact with others' content through comments, messages, and posts.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Give the students multiple opportunities to express their opinions and discuss their different experiences with different social media platforms. 2. Encourage the students to talk about the content shared on these platforms. You can ask questions like: <ul style="list-style-type: none"> • What message/goal do you think the author of this blog post or article is trying to convey? • Do you agree or disagree with what you see or read on these platforms? Why? • How does social media content affect you, to what extent? Why do you think it has this effect? Do you think the content was intentionally designed to make you feel this way? • Can you think of other sources or perspectives that might present the same content on social media differently and from a different perspective? • Do you share the content with a friend or family member? Why or why not? 3. Ask the students about their understanding of the term "digital footprint." Listen to the students' varied responses. Help them arrive at the following definition: Digital footprint: The trace a user leaves behind when using the internet. It includes all the activities and data they leave behind, whether intentional or unintentional. These activities can include social media posts, internet searches, online purchases, interactions with various websites, and even data collected by websites about users. 4. Ask the students how to manage or deal with their digital footprint. Help them arrive at the following: <ul style="list-style-type: none"> • Awareness: It is important for users to be aware that everything they do online leaves a digital footprint. • Privacy: Users should adjust their privacy settings on social media and other platforms to protect their personal information. • Caution: Users should be careful when sharing information online and think twice before posting. • Review: Users should periodically check their digital footprint online and ensure they are not leaving any personal information public.
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	<ol style="list-style-type: none"> 5. Have the students discuss the risks of social media in pairs, then share their findings with you. Help them identify the following: <ul style="list-style-type: none"> • Addiction to using these sites and its impact on mental and physical health. • Cyberbullying and online harassment. • The spread of misinformation and fake news. • Violation of privacy and identity theft. • Negative impact on real-life relationships. • Time wasting and distraction. • Impact on academic performance. • Inappropriate content and violence. 6. Ask the students about any situations they have encountered while using social media sites where they were exposed to any of the aforementioned risks. 7. Have the students discuss in pairs to suggest ways to use social media safely and responsibly. Help them identify the following: <ul style="list-style-type: none"> • Use strong, unique passwords. • Adjust privacy settings and think before posting. • Be wary of friend requests from strangers. • Verify the accuracy of information before sharing. • Avoid sharing sensitive personal information. • Limit site use and focus on other activities. • Avoid engaging in negative behaviors such as bullying. 8. Ask the students if they can evaluate content before sharing it with others, and ask them to list the points they should check. Help them determine the following: <ul style="list-style-type: none"> • Freshness: Is the content current? Sometimes old content and videos are reused under new titles to excite viewers. • Relevance: Does the content relate to what you are learning or interested in? • Validity: Who published the content? Is it trustworthy? • Accuracy: Can you verify the facts? • Purpose: Why was this content published? To inform, promote, or persuade? Why was this content published at this particular time? 9. Distribute the worksheet attached to the plan to the students and explain what they should do.
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improvement related to applying discussion manners. 2. Praise the students appropriately. 3. Highlight students' outstanding contributions that are different from others. 4. Ask the students Exit card questions and record observations.

Evaluating Social Media Content :Worksheet

Student Name: Class/Section:

Review a post, video, article, or online content on social media. Then answer the following questions:

Content-related information	
Content Creator/Publisher Name	
Content topic	
Content description	

Question 1: Is the content new or old?

Sometimes old content is shared with new titles to appear up-to-date.

Your answer ✎: _____

Question 2: Is the content relevant to what you are learning or interested in? Then explain what you are interested in

Your answer ✎: _____

Question 3: Who published or produced this content? Is it trustworthy? Explain who or what entity published the content

Your answer ✎: _____

Question 4: Can you verify the accuracy of the information contained in this content from other sources?

Look for spelling errors, false claims, or missing evidence.

Your answer ✎: _____

Question 5: Why do you think this content was published? To report? To sell something? To change your mind? Why post like this? Why post now?

Your answer ✎: _____

Question 6: What is the *thing* you will do next time you believe or share something online 🌟 ?

Your answer ✎: _____

Words from Our Dialects

Session Description: The teacher asks the students to search for strange and unique words in the Jordanian dialect as an assignment. The teacher also stimulates the students' interest by introducing them to new and strange words that they have never heard before, and then discusses their meanings with them.

Target Grades: Grade 3 to 8

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 3. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 4. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of the session, which is to strengthen the students' relationship with their country, Jordan. 2. Ask the students about the importance of learning words in the Jordanian dialect and guide them to the following: <ul style="list-style-type: none"> • Cultural identity and pride: Colloquial words carry a beautiful rhythm, humor, and wisdom. When people learn them, they not only learn vocabulary, but also inherit stories, values, and a sense of belonging. They tell them: Your voice matters, just as it does. • Cognitive and linguistic growth: People who grow up fluent in both the dialect and the standard language gain stronger mental flexibility. It's like a cross-training brain, enhancing problem-solving skills, empathy, and even reading skills. • Confidence in expression: When people hear their dialect emphasized in the classroom, they are more likely to express their opinions, participate, and feel cared for. This eliminates the fear of "looking wrong" and replaces it with pride. • Preserving linguistic heritage: Many dialects are at risk of extinction. Teaching people dialect words helps preserve these living languages, ensuring they are passed on to future generations—not just as relics, but as vibrant and evolving forms of expression. • Connecting home and school: Using dialects in learning creates a bridge between a child's home life and their school life. It consolidates their experiences and helps them transition more smoothly between different linguistic environments.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Have the students sit in groups and choose a group leader by voting. 2. Ask the students about the Jordanian dialect and who can define it and discuss its origins. Guide them through the following: <p>The Jordanian dialect: It is one of the colloquial Arabic dialects belonging to the Levantine dialect group, and is generally spoken by Jordanians. The Jordanian dialect varies by region; there is the northern dialect and the southern dialect, in addition to the peasant dialect and the Bedouin dialect. The widespread dialect spoken by most Jordanians today is a hybrid dialect that began to form in the early 20th century, clearly influenced by the northern dialect. Generally, Jordanian cities still retain their own distinct vocabulary, and differences in pronunciation can also be observed.</p> 3. Ask the students about the types of Jordanian dialects and how they were formed. Help them determine the following: <p>The Jordanian dialect is divided into five categories:</p>
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The northern dialect: Spoken by residents of the regions from Amman to the north of the country. Although there are differences in pronunciation, anyone who says "kunt" with a damma on the kaf and pronounces the qaf like the Egyptian gim can be considered to belong to this dialect. It has influenced Circassian, Chechen, and other immigrants.

- The Southern Dialect: Spoken by the people of Karak, Tafilah, Ma'an, and Shobak. Anyone who does not open the last letter of the nisba (political, economic, social) form, such as "politics" or "economics," belongs to this dialect.
- The Bedouin Dialect: Spoken by the Bedouins of Jordan, it is a Bedouin Arabic dialect and is not widely used in urban areas.
- The Aqaba Dialect: A mixture of Egyptian, Hijazi, and Ghazzawi dialects, and has not been significantly influenced by Jordanian dialects.
- The Hybrid Dialect: A dialect primarily influenced by the Northern Dialect, which has become widespread and is spoken by most Jordanians.

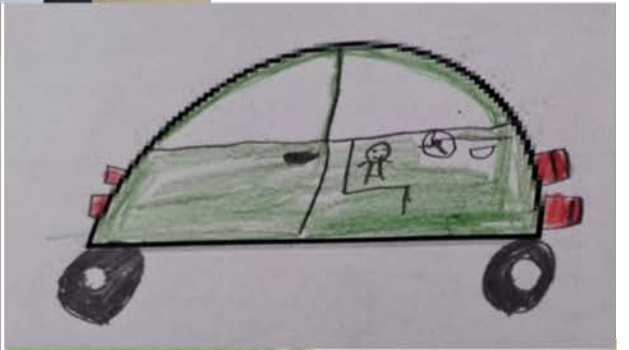
4. Ask each group to record all the words collected by the members from the Jordanian dialect and which they researched as an assignment.
5. Ask each group leader to present their group's collected words and explain their meanings to the rest of the class.
6. Explain the meanings of words that the students do not understand, if possible. For example:

The word	Its meaning	The word	Its meaning
Halqadeh	It refers to the small quantity	shlonak?	How are you?
Satel	deep bowl	fustuk	peanut
Dashra	Let go	Dahia	Jordanian folk dance
Bedesh	I don't want.	Ta'al	Come here
Ya zm , ya zalameh	Oh man	tosha	quarrel
Shena'	ugly	Shed halak	Hurry up
Hawini	Lost to wish	shamer	Uncover your arms
Koz laban	a cup of milk	Basta	stair
Qotar	Go	Za'ror	a type of fruit
Stahaj	felt happy	Mu'annan	proud of himself
Solafa	short story	Ta'lela	evening
hosh	courtyard	panda	door window
Jowa al bet	Inside the house	maun	a pot
bokra	tomorrow	Ma ba'raf	I don't know
embareh	yesterday	bedy	I want
Lawen rayeh	where are you going	Fe hada hon	Is anyone here
Mn ween	Where are you from	Der balak	Beware
Amit	when	Ana mesh fahem eshy	I didn't understand anything
		Ba'den	later

7. After each group has finished their presentation, show appreciation to the groups.

	<ol style="list-style-type: none">8. Ask the students to help you collect the most frequently used words from each group and record them on the board.
Wrap-up	<ol style="list-style-type: none">1. Provide practical tips for improvement related to applying discussion manners.2. Praise the students appropriately.3. Highlight the students' outstanding contributions that are different from others.4. Ask the students the questions on the Exit Card and record their observations.

Activity photos



Trust

Session Description: The teacher initiates a fun challenge in the classroom to raise the students' awareness of the importance and value of honesty. During the session, the teacher encourages students to cite examples of honesty to help them anticipate actions that will lead them to demonstrate honesty.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	5. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 6. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	1. Have the students define honesty in their own words. Guide them to the following: Honesty: A high moral value that means keeping promises, being truthful, and being loyal in upholding rights and fulfilling duties, avoiding betrayal and negligence. It includes keeping secrets, performing work with perfection, and adhering to promises and agreements. Linguistically, honesty also means trust, and an honest person is someone who fulfills promises and does not violate the rights of others. 2. Ask the students about the importance of honesty, then summarize their answers on the board. Guide them to conclude the following: <ul style="list-style-type: none"> Honesty is the foundation of trust between people. Honesty contributes to building a healthy and cohesive society. Honesty is evidence of strong faith and good character.
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Listening and Expressing	1. Have the students attempt the Trust Relay Race challenge. The goal of this challenge is to teach the students how trust and responsibility go hand in hand through a quick, team-based sequence. How to Play: <ul style="list-style-type: none"> This challenge involves two groups of four students racing to transport several objects from point A to point B, then to point C, and then to point D. You can choose different objects, such as a cup filled with water, a ball, a stack of cards, a school bag, a plate filled with beads or lentils, and so on. Each team is given a task: to safely deliver all the objects to the finish line. One student at a time runs to a station, picks up an object, and then returns to hand it to the next team member. The first group to deliver all the objects to the final point wins. Rule: If a child drops an object or spills something, they must put it back and try again. After all the objects have been delivered, gather the teams in a reflection circle. 2. Have more than one team attempt the challenge. Then ask them: <ul style="list-style-type: none"> How did you feel being entrusted with something important? Was it tempting to take a peek or rush? How does this relate to honesty in real life? 3. Have the students give examples of honesty, such as: <ul style="list-style-type: none"> Keeping secrets: not revealing others' secrets. Performing work with integrity: doing the job to the best of their ability without negligence or complacency. Keeping promises: keeping promises and agreements made. Safeguarding money: not harming or squandering others' money.
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	<ul style="list-style-type: none">• Honesty in word and deed: telling the truth and being honest in dealing with others.
Wrap-up	<ol style="list-style-type: none">1. Provide practical tips for improvement related to applying discussion manners.2. Praise the students appropriately.3. Highlight the students' outstanding contributions that are different from others.4. Read the story of honesty to the students and ask them to reflect on the lessons learned.5. Ask the students the Exit card questions and record observations.

The Story of Trust

Once upon a time, there was a poor man named Salih, who could barely find enough to make ends meet. Salih had a pious, ascetic wife named Amina. They had two young sons who adorned their worldly life. Despite his diligence and perseverance, Salih was not well-off. However, he was never lazy or indolent; he never missed an opportunity to work. Salih was known among the people of the city for his honesty and good character. One day, his wife came to her husband complaining that there was nothing in the house for the two hungry children to eat. She asked him to go out and wander around the city, hoping that God would provide them with food and water. Salih nodded in agreement and said, "Okay, my dear wife, I will go pray two rak'ahs and supplicate to God, hoping He will provide for me. Then I will continue on my way in search of work to support myself." Saleh went out to the mosque, and the call to prayer for the noon prayer was echoing. He performed the noon prayer and remained seated, praying to God to grant him a lawful and good livelihood. Then he went out to look for work. While walking in the market, Saleh found a cloth bag. He opened it to see what was inside, and found it full of money. Saleh looked around, filled with amazement. He then closed the bag and ran quickly to his wife, calling out, "My wife, my wife, leave what you have in your hand and come and see what you have brought me now." His wife came running and saw the money Saleh was holding. She was amazed and asked, "Where did you get this from, Saleh?" Saleh told her the story and told her that he was going out to buy food for his children with some of the money. Aziza said firmly, "No, by God, we will not take a single dirham from him, Saleh. How can we take money if we do not know who it belongs to? Have you forgotten that not a single unlawful penny has entered this house since we got married? And that we pledged to build this house with lawful livelihood!" Go, my dear husband, and search for the owner of the bag and expect your reward from God. Saleh agreed with his wife's advice and left, sad and confused. He heard a crier calling out in the market: "Whoever finds a bag of money, people! Who finds a bag of money, people?" Saleh said, "I found it, man, but what is your proof that it is yours?" The man, who appeared to be a merchant, replied, "My proof is that it contains a thousand dirhams." Saleh looked at the merchant, who had counted the money, and said, "You are right. This is your bag that has been returned to you." The merchant smiled and said, "Take the bag, honest man, and five times as much." Saleh was stunned and froze. Then he asked, "Are you telling the truth?" The merchant replied, "Yes, man. A wealthy man from the Levant gave me ten thousand dirhams and told me: 'Put a thousand of them in a bag and throw it in the street, then go back and look for it. If someone returns it to you, give them the rest of the money.' And now you have received this money as a reward for your honesty. Congratulations." Saleh thanked the man and quickly returned home, happy with what God had given him. He was proud of his good and faithful wife, and bought delicious food and drink for his two children, keeping the remaining money.

Smile

Session Description: The teacher creates a fun challenge in the classroom to bring smiles to the faces of her students. During the session, the teacher discusses the importance and benefits of smiling with her students. At the end of the session, the teacher has the students prepare a card expressing the reasons that make them smile and make them happy.

Target Grades: Grade 4 to 8

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 7. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 8. Encourage the students to participate actively and review discussion manners together.
Comprehending the Topic	<ol style="list-style-type: none"> 1. Enter the classroom smiling, happy, and cheerful, and don't let the smile leave your face. Point to your smiling face and ask your students: What's on my face? Do you know what this gesture is called? 2. Have the students define a smile. Guide them through the following: Smiling is a means of nonverbal communication, conveying positive emotions such as happiness, pleasure, and satisfaction. Smiling helps build social relationships and foster positive interactions between individuals. Smiling has a positive effect on a person's mood and can contribute to relieving stress and improving overall health.
Listening and Expressing	<ol style="list-style-type: none"> 1. Have the students try the Smile Wave Challenge. The goal is to demonstrate how a single smile can ignite a chain of positivity in the shortest possible time. Smile at a student sitting at the front of the class. Explain to the class that this student should turn to the nearest student and smile back at them, spreading the smile as quickly as possible, and so on until it reaches the entire class. The teacher should time the smile's transmission to the entire class. 2. Repeat the challenge several times, timing it each time. 3. After completing the challenge, ask the students some questions, such as: <ul style="list-style-type: none"> • How did you feel when you received a smile? • Did the smile make you feel different inside? • Can a smile change someone's day? • What are the benefits of smiling? • Do you have any phrases or sayings about smiling? 4. Mention the hadith, "Smiling in the face of your brother is charity," in front of the students, and ask the students to explain it and help them. 5. Distribute the worksheet to the students, explain it to them, and have them fill it out at home and fold it into a card that can be opened.
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improving discussion manners. 2. Praise the students appropriately. 3. Highlight the students' outstanding contributions that are different from others. 4. Read one of the stories included in the plan to the students and ask them to reflect on its lessons. 5. Ask the students questions from the Exit card and record observations.

The Story of Happiness 1

It is said that an old man lived in a distant village. He was the most miserable person on earth, to the point that all the villagers grew tired of him because he was always frustrated, constantly grumbling and complaining. Not a day went by without him being in a bad mood.

The older he got, the more negative and nasty his speech became. The villagers avoided him as much as possible, as his misfortune had become contagious. It was impossible for anyone to maintain their happiness near him, as he spread feelings of sadness and misery to everyone around him.

But one day, when the old man was eighty years old, something strange happened, and a strange rumor began to spread: The old man was happy today. He didn't complain about anything, and a smile spread across his face. In fact, his facial features had brightened and transformed!

The villagers gathered at the old man's house, and one of them asked, "What happened to you?" The old man replied, "Nothing matters! I spent 80 years of my life chasing happiness in vain. Then I decided to live without it and simply enjoy my life. That's why I'm happy now"

The Story of Happiness 2

It is said that there was a wise man to whom people came from all over for advice. But each time, they told him the same problems and difficulties they faced, until he grew tired of them. One day, the wise man gathered them and told them a funny joke, and everyone burst out laughing.

A few minutes later, he told them the same joke again, and a few of them smiled. Then he told the joke a third time, and no one laughed.

Then the wise man smiled and said, "You can't laugh at the same joke more than once, so why do you keep grumbling and crying over the same problems every time"?

Worksheet



Things that make me feel happy

**The happiest memory of my life
so far**

**People who make me happy to
be around**

**Words I hear from others that
make me happy**



Early Marriage

Session Description: The teacher makes a group of students perform a short skit about early marriage and then discusses with the students the meaning of early marriage and the lessons and lessons learned from this play and asks them if they can mention a real story that happened around them related to early marriage. During the session, the teacher explains to the students the dangers of early marriage and its impact on society.

Target Grades: Grade 6 to 10

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	9. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 10. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	1. Have the class arrange their seats appropriately to give room for the play the students to perform their play. 2. Explain to the students the purpose of this session, as it aims to sensitize the students to the need to take their time and make an informed decision before marrying early. 3. Ask the students what is meant by early marriage. Help them come up with the following: Early marriage is: Early marriage is a marriage between two people, one or both of whom are under the age of eighteen. Child marriages are often forced marriages. 4. List some real-life stories about early marriage that happened with your relatives, if any. Describe the impact on the family and society. 5. Ask the students to share some stories that they have heard or happened to a relative that are also related to early marriage.
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Listening and Expressing	1. Ask the group of students practicing the play to begin presenting it to the class. 2. Ask some questions to check the students' understanding of the play and its purpose. For example: <ul style="list-style-type: none"> • What do you think of the play? Can you connect its events to real-life stories that occur around us? • Why do you think the parents insisted on early marriage? • Who can describe Sarah's feelings? • Who can analyze Sarah's way of thinking? • What were Sarah's priorities? • What were Sarah's mother's priorities? • Did Sarah's priorities align with Sarah's mother's? • Who can describe Omar's feelings? • Who can analyze Omar's way of thinking? • What were Omar's priorities? • What were Abu Omar's priorities? • Did Omar's priorities align with Abu Omar's? • What do you think of the counselor Amal's personality? How do you think she responded to what Sarah said? • If you were in the counselor's place, how would you have acted? What would you have said to Sarah? • Which of the characters in the play did you like the most? Why? • If you were in Sarah's place, what would you do? • If you were in Omar's place, what would you do?
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	<ul style="list-style-type: none"> • If your friend were leaving school right now to get married, how would you feel? How would you react? • What did you think of the family meeting? What did you think of the way Sarah and Omar approached their parents when they informed them of their decision? <ol style="list-style-type: none"> 3. Ask questions to engage as many students as possible. 4. Emphasize the importance of following discussion etiquette during this step. 5. Try as much as possible to encourage quiet and introverted the students to participate and express their opinions, even if it's simple, such as "I agree" or "I disagree."
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improving discussion manners. 2. Praise the students appropriately. 3. Highlight the students' outstanding contributions that are unique to others. 4. Ask the students the questions on the Exit Card and record their observations.

I'm Not Ready Yet play

a short, moving classroom play. It presents a balanced view of early marriage through two main characters I'm Not Ready Yet" is" showing its emotional and practical consequences in a thoughtful, age-appropriate manner.

Characters	Character description
pleasant	The bride is a smart 15-year-old girl
age	The groom works as a barber at the age of 18
Umm Sarah	The bride's mother, who is the mother of seven children
Abu Omar	The groom's father is a narcissisticneurotic person
Teacher Amal	Sarah's school counselor

Scene 1: The Engagement (Sarah sits quietly in her room , book in hand, studying for the exam . Then her mother enters, rushing inhappy)

the mom: Sarah, come help me receive the guests. Your uncle Abu Omar came to ask for your hand in marriage from his son Omarand he is now in the guest room talking to your father. Come quickly and serve juice and coffee to your uncle.

pleasant: Marriage proposal? To whom?

Mother (smiling): For you, my dear. Omar is an obedient young man. And marrying at an early age is a blessing?

pleasant: But mom, I'm still studying. I want to finish my studies and become a doctor

Mother (in a low voice): Lower your voice, girl. You can study later at your husband's house. Marriage first come on!

(Sarah looks away, worried, her eyes welling with tears)

Scene 2: Omar's House (Omar sits alone , tired, after returning from work at the barbershop . His father enters, proud of himself)

Father: Be happy, my son. I was at your uncle Abu Sarah's house, and your mother and I engaged his daughter Sarah to you . Sarah will get married, Omar . (He goes to hug Omar, a smile spreading across his face)

Omar: (Pushing his father back) But Dad, I've just started my apprenticeship. I'm not ready for marriage . How can you go and propose to me without my knowledge?

Father: What do you say? You've become a mature man and are ready to take responsibility for your own home. Don't be afraid of marriage. You will learn. Do you want to stay here in my house for the rest of your life?

Omar (quietly): I'm still learning how to be myself and discover myself , and I have ambitions and dreams that I want to pursue, but I'm not ready yet.

Father: (He enters his room angrily, calling his wife to follow him)

Scene 3: Sarah's School (Teacher Amal gathers students for a discussion session)

Counselor Amal: Today, dear students , our discussion topic is about choices. Can anyone share with us what they would like their future to be like?

Sarah raises her hand, hesitates, then speaks

Sarah: I want to become a doctor. But I'm getting married soon

(The students whispered , some of the students laughed)

Counselor Amal (gently): I ask you, my dear students, to respect and apply the etiquette of discussion. Dear Sarah, marriage is a big you have the must understand that , step that requires preparation, understanding, and freedom of choice. All of you, my students right to make decisions about your lives , including when and whom you marry . Completing your education opens doors to independence and confidence, and a future where you can support yourself and your family . Marriage can wait , but education is a gift that lasts forever

Sarah: But my mother says that I can complete my studies at my husband's house

Counselor Amal (gently): Nice, but did you also know that marriage is more than just a wedding ceremony? It's a partnership, a responsibility, and emotional maturity. Are you ready to deal with these matters now, or would you rather mature with them over time? And remember that early marriage often leads to early pregnancy which can carry serious health risks to your body and may hinder you from completing your education . Don't forget, my dear, to take this into consideration

Sarah: Thank you, teacher

Counselor Amal (smiling): Okay, now which of you students would you like to give me another example of choices in our lives? Come on

Scene 4: (Omar in the barbershop)

Omar: (Omar makes many mistakes while cutting a customer's hair. The customer gets angry and yells at Omar. Then the customer leaves without paying)

Omar: God is great! I couldn't do anything right today. What happened to me?

Scene 5 : Family meeting (Sarah sits with her mother, and Omar sits with his father)

pleasant: Mom, please listen to me. I want to finish my studies. I don't want to get married now. I know that Omar is a respectable young man. But I'm not ready to take on the responsibility of a home and a family. I want to put my best effort into my studies and become a pediatrician. Mom Y Dreams grow best when given time. Marriage is a choice, not a race.

Omar: Father, I respect your decision to marry me off . I'm happy that you see me ready to start my own family. But today at work, I realized that I'm not ready to take on that responsibility yet. I still have a lot to learn, and I need time to build my future the way I want it . Father, dreams grow best when given time Marriage is a choice, not a race

Umm Sarah and Dad together: If your hearts and minds are not ready, we will not rush

Tolerance

Session Description: The teacher introduces his students to the meaning of tolerance and the difference between it and forgiveness. During the session, he listens to the students' experiences of tolerance and encourages classmates to offer each other advice on how to strengthen this trait in the coming days.

Target Grades: Grade 4 to 8

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 11. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 12. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain the purpose of this session to the students, as it aims to reinforce the importance of speech and control. 2. Find a story or cartoon that expresses tolerance and show it to the students. Then ask them about it. 3. Write or recite the following verses of poetry to the students. The poet Ahmed Shawqi said: The soul's tolerance is a meaning of its chivalry... indeed, chivalry in its highest meanings. Create forgiveness and you will be happy in life with it... For the soul is happy with a certain characteristic and miserable with it. Ask the students about the meaning of these verses of poetry and explain them to them. Have the students attempt to define the meaning of tolerance. Help them arrive at the following: 4. Tolerance: It is a noble characteristic that promotes peaceful coexistence among individuals and societies. It includes accepting others and respecting their intellectual, religious, and cultural differences. It is also considered a moral and humanitarian principle that calls for forgiveness and pardon and promotes affection and mercy among people.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students about the difference between tolerance and forgiveness. Listen to the students' answers, then explain the difference to them. Many people confuse forgiveness with tolerance. Forgiveness means overlooking an offense, pardoning and forgiving the offender. Tolerance, however, means something else: the ability to accept and coexist with opinions we don't like or agree with. The Contemporary Arabic Dictionary, for example, states that religious tolerance means respecting the beliefs of others. 2. Have the students try to define a tolerant person. Guide them through the following: A tolerant person is someone who overlooks the mistakes of others, forgives them, overlooks their offenses, and does not hold grudges or hatred in their heart. They are characterized by the ability to overcome negative feelings and seek inner peace rather than revenge. They are also patient and compassionate, respect others' differences, and seek to understand their viewpoints.
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	<ol style="list-style-type: none"> 3. Ask the students about the characteristics of a tolerant person and help them identify the following: <ul style="list-style-type: none"> • Forgiveness when able: overlooks the mistakes of others and overlooks their offenses. • The ability to overcome negative emotions: does not allow negative emotions such as anger and resentment to control them. • Compassion and Empathy: treats others with compassion and empathy, seeking to understand their perspectives and circumstances. • Respect for Difference: recognizes that differences in opinions and beliefs are normal and respects the views of others. • Patience and Self-Control: characterized by patience and the ability to control their emotions and actions. • Non-Vengeance: does not seek revenge on others for harm they have suffered. • Effective Communication: communicates effectively with others and respects their views. • Positive Thinking: focuses on the positive aspects of others and avoids focusing on their negatives and mistakes. • The Ability to Forget the Past: forgives past mistakes and does not allow them to affect their relationships with others. • Self-Reconciliation: feels inner peace and accepts themselves as they are. 4. Ask the students about ways they can practice forgiveness. Guide them through the following: <ul style="list-style-type: none"> • Identify what you need to address and who you want to forgive. • Seek advice from a trusted person. • Acknowledge your feelings of hurt, determine how these feelings affect your behavior, and work to eliminate them. • Practice positive habits that reinforce positive character traits such as generosity, patience, and compassion. • Mention a situation that occurred to you related to forgiveness, and explain to the students the difference you felt before and after forgiving. 5. Ask the students about life situations that have occurred to them related to forgiveness. It's okay for them to mention situations in which they were unable to be forgiving. 6. Ask the class to listen carefully to their classmates' contributions and offer them some advice on how to further strengthen forgiveness in the coming days.
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improving discussion manners. 2. Praise the students appropriately. 3. Highlight the students' outstanding contributions that are unique to others. 4. Ask the students Exit card questions and record observations.

Mind Your Mouth

Session Description: The teacher discusses with the students the importance of speech and its control, and how words can be helpful or harmful depending on how they are used. The students discuss with the teacher the importance of thinking before speaking and choosing words carefully to avoid hurting others or getting into trouble.

Target Grades: Grade 4 to 8

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain the purpose of this session to the students, as it aims to reinforce the importance of speech and control. 2. Write the following hadiths on the board. <ul style="list-style-type: none"> • On the authority of Abu Musa al-Ash'ari, who said: I said, "O Messenger of God, which Muslim is best?" He said: "He from whose tongue and hand the Muslims are safe." • On the authority of Abu Hurayrah, may God be pleased with him, who said: The Messenger of God, peace and blessings be upon him, said: "Whoever believes in God and the Last Day, let him speak good or remain silent." • A popular proverb: Your tongue is your horse; if you guard it, it will guard you, and if you betray it, it will betray you." 3. Have the students attempt to explain and clarify these hadiths and the proverb mentioned.
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listening and Expressing	<ol style="list-style-type: none"> 1. Show a cartoon video or read the story included in the plan, if you wish. 2. Ask the students several questions related to the topic, such as: <ul style="list-style-type: none"> • What are the etiquettes of speech? <ul style="list-style-type: none"> ➢ Lowering the voice, avoiding chatter, listening to the speaker, facing the speaker, and addressing people according to their level of understanding. • What are the characteristics of a believer's speech? <ul style="list-style-type: none"> ➢ Honesty, not raising the voice, speaking beautifully, using kind words, avoiding obscene language, and avoiding cursing and insults, because a believer is neither a slanderer nor a curser. • Do you speak about matters that do not concern you? Why? • Mention a hadith or saying that urges a Muslim not to be distracted by the affairs of others. <ul style="list-style-type: none"> ➢ The Messenger of Allah (peace and blessings be upon him) said: "Part of a person's excellent Islam is leaving that which does not concern him." ➢ Saying: "Whoever interferes in that which does not concern him will hear that which does not please him." • Do you strive for honesty in your speech? Can someone explain to us how that works? • What should a person do if they hear a bad word? • Should you respond with a bad word? Or should you take it home and say it in front of your siblings? 3. Listen to all students' responses and encourage everyone to participate, even if it's just a "agree" or "disagree" statement. 4. Present a set of sentences to the students and have them suggest other, more pleasant sentences and record them on the board. For example:
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The kindest sentence	The unkind sentence
Excuse me, may I pass by please?	Move and get away from me ! You're in my way.
you please give me this Can?	Give me that now!
I feel like I'm not being heard, can we talk about it?	You never listen to me!
Show The order In a way various, Do I can sharing Destination theoretical?	This is wrong.
I feel With exhaustion, Do We can speaking Later?	I don't care.
I need to some calm now.	Stop bothering!
Let's work together To preserve on cleanliness This is amazing Area	You're making a mess!

5. Ask the students these questions:

- Which do you prefer to hear? The first sentence or the second, and why?
- How will each affect you?
- What is the difference in tone between the first and second sentences?

Wrap-Up	<ol style="list-style-type: none"> 1. Provide practical tips for improving discussion manners. 2. Praise the students appropriately. 3. Highlight the students' outstanding contributions that are unique to others. 4. Ask the students the questions on the Exit Card and record their observations.
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The Story of the Echo Tree

In a quiet village, there is a magical tree known as the Echo Tree. This tree repeats everything said nearby, but with a special twist: it doesn't repeat the words, but rather the intention/meaning behind them.

One day, Khaled and Mohammed were looking for a shady place to sit. They found a large tree to shade themselves under. As they sat under it, Khaled, secretly feeling jealous, said to Mohammed, "You're so smart. Your grades are always excellent." Suddenly, the tree's branches stirred, its leaves fluttered, and it said, "I wish I was as good as you."

The two children were surprised by the tree and jumped away. Then, plucking up the courage, they returned to the tree to ask it what it had said. It replied, "I repeat what you say, but with a special twist: I repeat what you feel in your heart, not what you say." The two children were amazed by the tree and began to think about their words and their meaning.

Mohammed asked, "So, Khaled, you wish you were like me?" How about we study together from now on? Who knows, maybe you'll outshine me too? Khaled felt happy and agreed to Mohammed's offer. He then thanked the tree for helping him express what was on his heart to his friend Mohammed. Another day, two children named Omar and Samir came to rest under the tree after a long argument. Omar said to his friend Samir, "I don't want to be your friend anymore." Samir replied, "I don't care about you anyway." The tree's branches suddenly stirred, its leaves fluttering, and it said, "I feel like you're neglecting me, and I want you to join the playgroup with you." The two children were surprised by the tree and jumped away. Then, plucking up the courage, they returned to the tree to ask it what it had said. It replied, "I repeat what you say, but with a special twist. I repeat what you feel in your heart, not what you say." The two children were amazed by the tree and began to think about their words and their meaning. Samir asked, "So you feel like I'm neglecting you and excluding you from the playgroup!" I'm sorry, dear, I didn't mean to. How about we go now and join the group?

Omar was overjoyed, made peace with his friend, and thanked the tree for its help.

The children returned to the tree a week later—Omar, Sameer, Khaled, and Mohammed—curious and a bit nervous. This time, they brought questions for the tree.

Mohammed asked the tree, "Why do you repeat what we feel, not what we say?" The tree gently ruffled its leaves and replied, "Because the truth resides in the roots, not the leaves."

Sameer then asked the tree, "Can you teach us how to speak kindly?" The tree replied, "Before you speak, ask yourself, is what I'm saying true? Is it kind? Is it necessary?"

Suddenly, the ground shook gently. A hidden door opened at the base of the tree. Inside, a glowing room was filled with the echoes of all the people who had sat under the tree. Their voices—some filled with joy, some with sadness, some with jealousy, and some with love—all swirled and swirled within the tree. Then the children realized that every word they spoke was memorized by the tree. From that day on, they spoke with caution, not out of fear, but out of amazement, because they realized that the words they spoke would not fade or be erased.

Value of water

Session Description: The teacher discusses with his students the importance of water and how to conserve it. He then asks his students to create awareness posters to hang in the classroom, calling for rational consumption.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

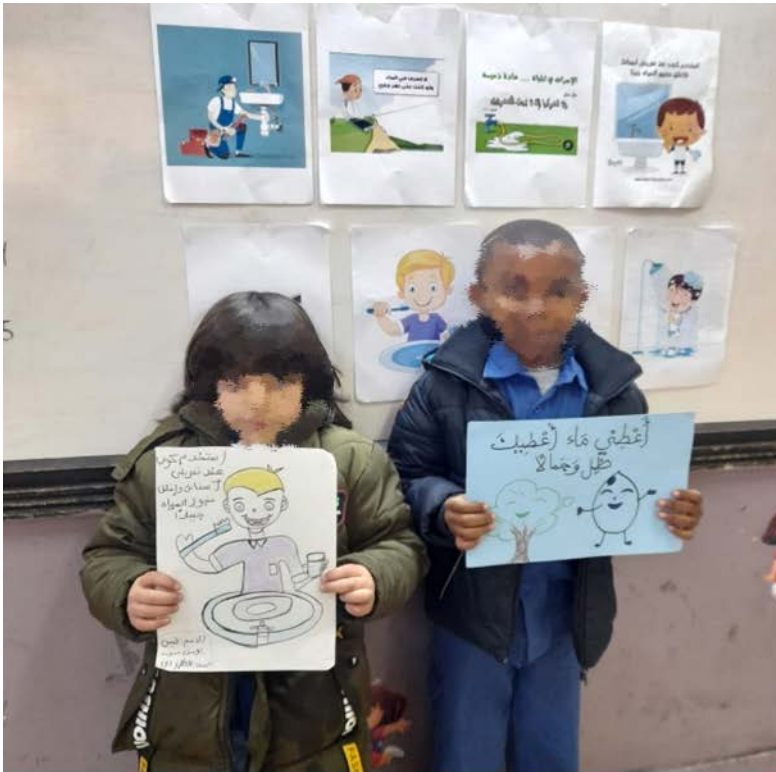
Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of this session, which aims to teach them how to rationalize water consumption and appreciate its value. 2. Write the following verses and hadith on the board. The Prophet (peace and blessings be upon him) said: "Do not waste water, even if you are at a flowing river." Allah sends down water from the sky and gives life thereby to the earth after its lifelessness... (164 Al-Baqarah) And it is He who sends down water from the sky, and We produce thereby vegetation of all kinds... (99 Al-Ann'am) 3. Ask the students to interpret these verses and hadith, linking them to the purpose of the session.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Show a cartoon, read a story, or print some papers related to rationalizing water consumption and post them on the board. 2. Ask the students about the importance and benefits of water. Guide them through the following: <ul style="list-style-type: none"> • Regulating body temperature: Water helps regulate body temperature through sweating and evaporation, which helps cool the body. • Maintaining body hydration: Water keeps tissues and organs moist, preventing dehydration and improving various bodily functions. • Supporting organ functions: Water is essential for kidney and digestive system function, and helps transport nutrients and oxygen to cells. • Maintaining joint health: Water makes up a large part of the cartilage in joints, helping absorb shock and allow joints to move smoothly. • Detoxifying the body: Water helps eliminate toxins and waste through urine and sweat. • Improving brain function: Drinking adequate amounts of water helps improve concentration, memory, and other cognitive functions. • Supporting cardiovascular health: Water is essential for maintaining normal blood volume and blood pressure, which supports cardiovascular health. • Improving skin health: Water helps maintain skin moisture, making it more radiant and vibrant. • Aiding weight loss: Drinking water before meals may help you feel full, which may contribute to weight loss. • Supporting athletic performance: Water is essential for replacing fluids lost during physical activity, which helps maintain athletic performance. 3. Ask the students multiple questions related to the topic, such as: <ul style="list-style-type: none"> • Where do we get water from?
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	<ul style="list-style-type: none"> • How much water does the human body need daily? 2.5 liters per day? • How much water is on Earth's surface? Water covers three-quarters of the Earth's surface. <ol style="list-style-type: none"> 4. Ask the students questions related to rationalizing water consumption and listen to their answers. For example: <ul style="list-style-type: none"> • What would you do if you saw a student leaving the tap running? How would you advise them? • What would you do regarding public water, i.e., taps and drinking fountains in parks and mosques? • If you saw a leaking tap, whether at home or at school, what would you do? 5. Ask the students to create drawings related to water conservation to hang in the classroom. 6. Give the students the opportunity to present their drawings to their classmates and explain them. 7. Express your amazement and admiration for the students' work.
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improving discussion manners. 2. Praise the students appropriately. 3. Highlight the students' outstanding contributions that are unique to others. 4. Ask the students Exit card questions and record observations.

Activity photos



What I Did on Summer Vacation?

Session Description: The teacher and the students review the activities they did during the summer vacation. During the session, the teacher explains the importance of the summer vacation, highlights the students who made the best use of the summer vacation, and encourages the rest of the students to plan well for the upcoming summer vacation.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain the purpose of this session to the students. Reflecting on what the students did last summer is not just a nostalgia trip; it is a powerful tool for growth, reflection, and planning. Through today's session, we will learn to: <ul style="list-style-type: none"> • Celebrate progress: Looking back helps us recognize what we enjoyed, what we accomplished, and how we grew—whether it was learning a new skill, strengthening family bonds, or even just taking a break. • Learn from experiences: Not everything goes perfectly, but reflecting on what didn't (such as busy schedules or missed opportunities) helps us make better choices next time. • Unleash new ideas: Revisiting past activities can inspire new ideas—perhaps a nature walk turns into a photo scavenger hunt, or a family outing into a storytelling session. • Promote memory and gratitude: Talking about or writing down our experiences helps us hold on to and appreciate valuable moments more deeply.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students one by one about how they spent their summer vacation. For example: <ul style="list-style-type: none"> • What was your favorite moment from the summer, and why did this one stand out? • Did you try anything new this summer? How was it? • If your summer had a title, like a book or movie, what would it be? Would it be: My Fun Summer, My Skills-Building Summer, My Summer Vacation, or My Mindful Vacation? • What did you learn about yourself during your vacation? • Did you visit a place—near or far—that made you feel special? • Did you help someone or do something nice during your summer? Tell us about it. • What do you wish you had more time to do during your vacation? • If you could relive one day from your summer, which one would you choose and why? • What sound, smell, or taste reminds you of your summer? • How do you feel now that the summer is over—excited, nervous, ready for something new? 2. Give all students the opportunity to answer these questions. 3. Emphasize the importance of discussion etiquette during this session. 4. Ask the students about the importance of the summer vacation and how they can use it to develop themselves to the fullest. Guide them to the following: Summer activities can be the perfect combination of personal growth and fun, like adding vegetables to a delicious smoothie. For example: <ul style="list-style-type: none"> • Discover a new passion: Whether it's drawing, coding, gardening, or storytelling, summer gives the students the freedom to explore interests that school schedules may not allow.
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	<ul style="list-style-type: none"> • Gain practical skills: Activities like volunteering, running a lemonade stand, or joining a summer camp teach teamwork, communication, and problem-solving—without requiring a single worksheet. • Stay mentally active: Fun learning (such as science experiments, reading challenges, or creative writing) helps keep the mind sharp. • Boost self-confidence: Trying something new—and maybe even failing a little—helps the students become more resilient and confident. • Stay active and healthy: Outdoor adventures, sports, or even nature walks support physical health and mental clarity. • Form meaningful relationships: Group activities foster friendships and social skills, especially when the students meet peers from different backgrounds. Different. <p>5. Recite the following hadith to the students: "Seize five before five." Ask them to interpret it. Then help them understand the following: It means that a person should take advantage of the opportunities available in life before they pass. The hadith recommends seizing five situations before the arrival of five others: your youth before your old age, your health before your illness, your wealth before your poverty, your free time before your busy time, and your life before your death.</p> <p>6. Ask the students about the connection between this hadith and the content of today's session.</p>
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improvement related to applying discussion manners. 2. Praise the students appropriately. 3. Advise the students to maintain a balance between structured fun and free time for imagination, reflection, and being. 4. Highlight the students' outstanding contributions that are different from others. 5. Ask the students the questions on the Exit Card and record their observations.

Smart and Non-Smart Targets

Session Description: The teacher explains the meaning of a smart target and its conditions to the students, then the students in groups categorize a set of targets into smart and non-smart and then rephrase the non-smart targets.

Target Grades: Grade 6 to 10

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Have the students sit in groups and have them choose a leader for each group by ballot. 2. Explain to the students that the purpose of this session is to learn how to set SMART targets. Learning how to effectively set targets is a valuable skill that students will use in their future educational and career endeavors. Setting smart targets enables the students to clarify their thoughts, focus their efforts, use their time and resources productively, and increase their chances of achieving what they want in life.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students about the goals they set for their personal or school life. Listen to them and write them all on the board without giving feedback. 2. Display a set of targets on the board, such as: Running 70 hours straight, playing sports every morning for 10 minutes, memorizing an English word every day, studying for a test the morning of the test, cleaning the classroom before the first class. 3. Ask the students if they can distinguish between the meaning of a smart goal and a non-smart goal. Ask them to try to be guided by the targets that have been written on the board. Guide them to come up with the following definitions: A smart target is: A goal that is clearly defined, measurable, achievable, relevant to the issue to be solved, and time-bound. A non-intelligent target is: Any goal that does not meet the five conditions of a smart target. 4. Explain the smart target conditions to the students and write them on the board. Smart targets help verify that you are on the right track and save time and energy at work by making the process of achieving targets more efficient and effective to evaluate targets and determine their validity, they must include the following characteristics: <ul style="list-style-type: none"> • Specific: You must specify through your goal what exactly you want to achieve. Example: <table border="1" data-bbox="488 1625 1369 1703"> <tr> <th>smart target</th><th>non-Smart Target</th></tr> <tr> <td>Close the tap after use</td><td>rationalize water consumption</td></tr> </table> • Measurable: You should set benchmarks and milestones to help you track your progress and ensure you're moving in the right direction. They're usually based on numbers or ratios. Can you count the number of students who implemented the goal? Can you count the number of times the goal was implemented? For example: 	smart target	non-Smart Target	Close the tap after use	rationalize water consumption
smart target	non-Smart Target				
Close the tap after use	rationalize water consumption				

smart target	non-Smart Target
Get in and out of class in an orderly fashion	Respect the system

- **Achievable:** Targets must be realistic, manageable, and achievable. Are they so difficult that materials, tools, and resources are required to achieve them? Do they require a lot of skills to achieve them? For example:

smart target	non-Smart Target
Get in and out of class in an orderly fashion	Turn off the electricity after leaving the classroom

- **Relatable:** Targets related to the classroom environment, not outside the classroom or school. Will this goal help make the problem less of a problem or make the classroom environment better? For example:

smart target	non-Smart Target
I don't yell at my teachers and classmates	I don't yell at the neighbors

- **Time-bound:** A specific timeframe should be set for its achievement, as having a deadline can create urgency that will motivate you to work. Can we achieve it within the day?

smart target	non-Smart Target
I will memorize three new words in English in three days	I will memorize three new words in English

5. Show this set of goals to the students, and discuss why they are categorized as unintelligent goals. Then ask them to try to turn them into smart target after discussing as a group. Draw the students' attention to the fact that the goals should relate to the school and class only.

smart target	non-smart target	smart target	non-smart target
Example: Collecting papers and putting them in the trash after the last class	cleanliness	Example: Following a healthy diet for a period of one month	I want to lose 5 kilos
Example: Playing football in gym class	Sports	Example: Listening to the teacher's instructions	respect for the teacher
Example: Write quietly and on the line	Improve handwriting	Example: I will read one book during the week	I will read all the books in the library
Example: I do homework with my classmates	Student assistance	Example: Bringing breakfast from home and saving the money in a piggy bank	Helping the poor
Example: Stay in my seat during class	Teacher's help	Example: Asking my colleague's permission before borrowing his tools and returning them to him immediately	Trust
Example: Memorize the multiplication table for the	Memorize the multiplication table	Example: I want to practice saying one simple	I want to speak English fluently

	number 5 during the next weekend		sentence in English in one day	
	Example: Turn off the heater before leaving the classroom	fireplace	Example: Eat more vegetables with meals every day	healthy food
	Example: Registration at the French Language Center at the beginning of the summer vacation	I am learning French	Example: Mention a positive quality about my colleague sitting next to me	friendship
6. Have each group present their results, comment on their answers and help them formulate the goals into smart targets. 7. Ask the students what they think of the saying: Failure is a new step towards success. What is the relationship between a target and success? Does achieving a target always lead to success?				

Wrap-up	1. Provide practical tips for improvement related to the application of discussion manners. 2. Praise the students appropriately. 3. Highlight the students' contributions that are distinctive and different from others. 4. Ask the students Exit ticket questions and take notes.
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Example

Non-smart targets

This goal does not specify a period or time, nor does it specify the exact method of accomplishing it. It can be clever if it is changed to I want to enroll in a French course during the summer vacation



I want to learn French



This goal does not specify a period or time, nor does it specify the exact method of accomplishing it. It can be clever if it is changed to I want to memorize the multiplication table for the number 5 over the next weekend



Memorizing the multiplication



This goal doesn't have a clear plan on how to achieve it, it's not clear what the exam is, and it's not clear how many units to study. It could be clever if it were changed to prepare for the first science exam, I will study the first and second units of the science textbook over the next two days



I want to get a perfect score in the science exam



Non-smart targets

This goal doesn't have a clear plan on how to achieve it, it's not clear what the exam is, and it's not clear how many units to study. It could be clever if it were changed to I want to practice saying one simple sentence in English in one day



I want to speak English fluently



This goal is unattainable. It can be smart if it is changed to. I will read one book during the week



I will read all the books in the library table



It is difficult to achieve this goal all at once, but it should be achieved gradually. It can be smart if it is changed to. To Jump rope 50 jumps in one minute
Jump rope 100 jumps in two minutes



I'm going to jump rope for 15 minutes straight



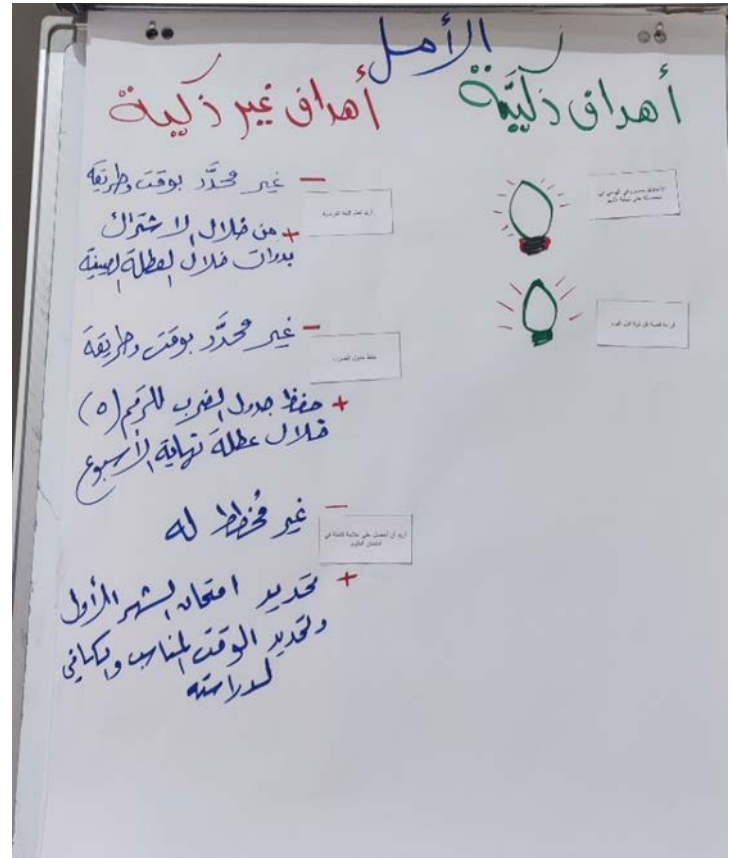
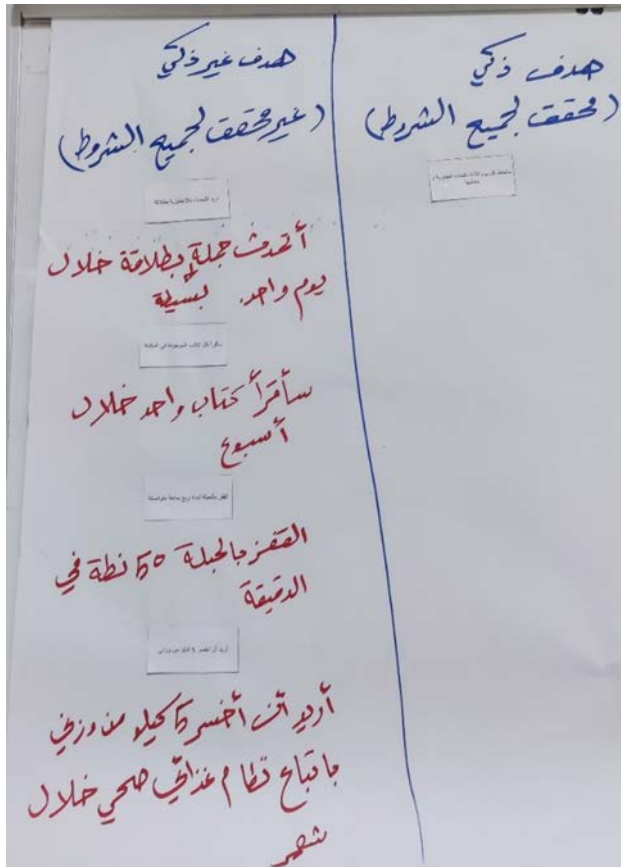
This goal doesn't have a clear plan on how to achieve it. It can be clever if it is changed to. Eating a healthy diet over a period of one month



I want to lose 5 kilos of weight



Activity photos



Family Tree

Session Description: The teacher discusses the reasons that drive people to smoke, its harms, and how to replace this bad habit with a better one.

Target Grades: Grade 6 to 10

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 3. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 4. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Grab the students' attention by showing a video, story, or some students work and models (ask the students to prepare these in advance) related to the session's topic. 2. Ask the students what they expect our topic to be today and why we're discussing it. 3. Explain the purpose of discussing the harmful effects of smoking and how it relates to the students.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Explain to the students that this discussion session and its sensitive topic should be treated seriously and that others' opinions and ideas should not be ridiculed, regardless of their nature. Rather, an effort should be made to understand their thoughts. 2. Ask the students if any of their relatives smoke and how they feel about it. 3. Ask the students several questions, such as (What motivates people to smoke? Have you seen students smoking? Why do they do it?) and try to guide them to the following: <ul style="list-style-type: none"> • Stress and anxiety: Many people resort to smoking to relieve anxiety and tension, and to seek relaxation, even if only temporarily. However, the nicotine in cigarettes is addictive. • Peer influence: Teenagers are often pressured by their peers to smoke; they push each other toward various wrong practices simply because they believe it makes them appear more attractive and sociable in front of their peers. • Media Influence: The media is considered one of the biggest influences on the spread of smoking. The media has portrayed smokers in an acceptable light for years and across the world. Many advertisements feature a large number of actors smoking in films. • Parental Influence: Parents directly influence their children. A child growing up in a home where one or both parents smoke is twice as likely to smoke in the future as children who live with non-smoking parents. Furthermore, parents who consider smoking acceptable behavior, even if they are not smokers, can encourage their children to smoke. This means that raising children in a smoke-free environment is not enough. Parents must also demonstrate their own and society's rejection of this unhealthy habit. • Depression: Statistics indicate that people's susceptibility to smoking increases when they experience depression. It's worth noting that depressed people have additional difficulties when trying to quit smoking. Withdrawal symptoms are more severe when quitting than for other groups. 4. Ask the students, "How do you feel when you see your peers or young students your age or younger smoking?" and listen to them without judgment. 5. Ask the students, "Can you identify the harmful effects of smoking on the health of a smoker?" and guide them to the following:
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	<ul style="list-style-type: none"> • Significantly increased risk of stroke and heart disease. • Loss of the sense of smell and taste. • Yellowing of the teeth and bad breath. • Increased risk of all forms of cancer, such as esophageal, lung, throat, mouth, and other cancers. • Decreased immunity. <p>6. Ask the students, "Do you know the term 'secondhand smoking?' Who can guess what it means?" and guide the students to the following: Secondhand smoking results from two things: the smoke exhaled by the smoker and the smoke from the end of the lit cigarette. You may be exposed to secondhand smoke in any place where smoking is permitted, such as restaurants, open spaces, parties, workplaces, and public transportation.</p> <p>7. Ask the students about ways to avoid secondhand smoke, and guide them to the following:</p> <ul style="list-style-type: none"> • Choose public places that do not allow smoking, or public places that are divided into smoking and non-smoking sections. • Don't allow smoking in your home; using various ventilation methods will not reduce the effects of smoke, so ban it completely. • Don't allow smoking in your car, even if the windows are open, or avoid smoking drivers. <p>8. Ask the students, "Why do the students hide the fact that they smoke from their families?" and listen to their answers without judgment.</p> <p>9. Ask the students, "When you see a student or young child smoking or trying to smoke, what positive and responsible role should you take in this regard?" and guide them to the following:</p> <ul style="list-style-type: none"> • Find other hobbies and activities that help them stop smoking, such as sports and cooking. • Drink plenty of water and leave a glass or bottle of water aside. Every time you think about cigarettes, you can start drinking water. • Buy other useful and enjoyable things with the money you would have originally spent on cigarettes, instead of saving it. • Eat healthy, nutritious meals. • Stay away from smokers and smoking areas, such as cafes. • Control yourself when facing problems or work pressure, and do relaxation exercises instead of trying to overcome them with smoking.
Wrap-up	<ol style="list-style-type: none"> 1. Praise the students for following discussion manners and praise some students by name. 2. Ask the students Exit card questions to conclude the session and record your observations. 3. Share your overall observations of the session. 4. Encourage the students to stay away from smoking and offer advice to smokers when the opportunity arises.

Draw the Music

Session Description: The teacher plays several pieces of music for his students and asks them to imagine the story that goes with each piece of music. Each student then attempts to make a drawing of the story they imagined for one of the pieces and shows it to their classmates. During the presentation of the drawings, the students explain why they associated the piece with the drawing they imagined and what emotions were associated with it.

Target Grades: Grade 3 to 8

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 5. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 6. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Play a piece of music for the students for 30 seconds. Then ask the students: <ul style="list-style-type: none"> • What is the importance of music and sound effects? What would a theatrical or artistic work be like without music. • Have you ever seen a work of art without music? Can you tell us about it? 2. Explain to the students the purpose of this session, which is the effect of music on stimulating imagination and emotions. Musical language is one of the most important abstract artistic languages. While spoken and written words and sentences have clear connotations that are perceived and understood by the human mind, directly absorbing them and realizing their meaning, musical phrases and sentences are the language of human emotions and feelings. Therefore, music has been called the food of the soul, because this abstract language addresses the emotions and conscience that nourish the soul.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students about the importance of music and its positive aspects. Help them identify the following: <ul style="list-style-type: none"> • A better learning experience: Music increases enthusiasm for learning. • Improved cognitive performance: Playing music in the background while performing other activities improves performance, especially among older adults, such as cleaning the house. • Enhanced performance and endurance: This can be applied to exercise. While exercising while listening to music, it enhances performance, distracts from pain or stress, and reduces the individual's perception of the amount of effort they have exerted. • Improved motivation: Listening to fast-paced music motivates individuals to achieve greater results. • Improved mood: Music improves mood and makes a person happier and more joyful. • Reduced symptoms of depression: Music helps reduce the risk of depression and other mental disorders. 2. Ask the students about the negative aspects of excessive music listening. Guide them to the following: <ul style="list-style-type: none"> • Music can make a person view the world more negatively when listening to sad or aggressive songs, making the person perceive the world as less positive and bright than it actually is.
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- Music can increase hostility. For example, it has been used in wars since ancient times, especially music containing aggressive lyrics, which can become a reality.
 - It can lead a person to a cycle of wasting time if they listen to it too much.
3. Play a few pieces of music (30 seconds of each, choosing the most uplifting parts of each). Have the students listen carefully to each piece individually.
*Choose a piece of music with a decent emotional range. Debussy may be a bit too static for this exercise, but Prokofiev, Wagner, or Mozart would work better.
 4. After each piece, ask the students the following questions and encourage them to elaborate:
 - What did you feel when you heard this piece?
 - What do you imagine the scene in the TV series, film, or play accompanying this piece to be like?
 - Is this music appropriate for a war scene (soldiers fighting the enemy or preparing for war), a sad scene (loneliness, fear, loss), a gentle and comforting scene (brothers embracing, two friends making up), or something else?
 - Can you think of a film, play, or TV series that used a similar style of music?
 - Can you identify a part of the music that might change the course of the story?
 - Which of the pieces you heard did you like the most? Why?
 5. Ask the students to sit in a comfortable place. The students should not be in a crowded room. They will need to be at their seats (not necessary). Have them prepare their sketchbooks and crayons.
 6. Ask the students to try to choose a piece of music they like and think about the story behind it to draw in their sketchbooks.
 7. Play each piece back for 30 seconds. While you're playing the music, tell the students: Listen to the music. Listen especially to the emotions in the music. How does this music make you feel and move you? What do you think the story behind this music is?

While you're listening to the music, draw what you hear or imagine. Some of you will draw pictures and paintings, but some of you may only draw colors and shapes. All you have to do is draw what you hear. Really listen! Listen to the changes in the music. Listen to the characters and the events. Draw everything you hear.
 8. Set a specific time for the students to complete their drawings, then ask them to hang them on the board.
 9. After hanging the drawings, ask the students, one by one, to explain and describe their drawings.
 10. Help the students to Be specific and descriptive when talking about their drawings to their classmates.
 11. Encourage the rest of the class to listen carefully and try to make connections between the drawings and the musical pieces. (Replay the music to stimulate the imagination again) if necessary.
 12. Ask the students if they would like to leave their drawings to decorate the classroom. Some do, but those who don't can take their drawings with them.

Wrap-up	<ol style="list-style-type: none">1. Provide practical tips for improving discussion manners.2. Praise the students appropriately.3. Ask the students the questions on the Exit Card and record their observations.
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The Sandwich Swap Story

Session Description: The teacher gives a brief introduction about Queen Rania Al Abdullah. He presents the story "The Sandwich Swap," written by Her Majesty, to his students. During the session, the teacher discusses with his students the lessons and morals learned from the story.

Target Grades: Grade 1 to 10

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain the purpose of this session to the students, as it aims to promote tolerance, acceptance of diversity, and learning about different cultures. 2. Write the following terms on the board (tolerance, diversity, culture). Or print the papers included in the plan and post them on the board. 3. Ask the students about the meanings of these words. Help them identify the following: <ul style="list-style-type: none"> • Tolerance: The ability to forgive people, not respond to offense with offense, and adhere to the high morals advocated by all religions, prophets, and messengers. All of this will benefit society by achieving unity, solidarity, and cohesion. • Diversity: The presence of multiple differences or categories within a group. This can include differences in race, gender, culture, religion, abilities, opinions, and backgrounds, as well as the diversity of living species in an ecosystem. Diversity fosters different perspectives, creativity, and innovation, and contributes to the enrichment of societies and organizations. • Culture: The set of knowledge, traditions, values, beliefs, behaviors, arts, literature, and everything that constitutes the identity of a society or human group. It also includes the way of life, laws, customs, abilities, and attitudes that distinguish a particular group from others. Culture is formed and developed over time and is passed down from generation to generation. 4. Give a brief introduction to Her Majesty Queen Rania Al Abdullah and her role in education. For example: Queen Rania was born in Kuwait to parents of Palestinian origin and married King Abdullah II in 1993, before he ascended the throne. She was named Queen of Jordan several months after his coronation in 1999. Her father was a pediatrician at a Kuwaiti hospital and is of Palestinian origin, specifically from the city of Tulkarm in the West Bank. Queen Rania has devoted much of her time to advancing education for a better future for Jordanian children. Among the most prominent projects she has initiated to achieve this goal are the "Madrasati" project and the Queen Rania Al Abdullah Award for Excellence in Education, which was launched at her direction. <p>Queen Rania says of her role in society: "It is a great gift to have the opportunity to make a positive difference in the lives of others, and it is my duty to harness this gift that I have been given. Rania Al Abdullah." Queen Rania is a key contributor to the Young Global Leaders organization. Queen Rania has long been interested in building bridges between different cultures and raising awareness about the true nature of Arab and Islamic civilization. She is the author of numerous books, including The Sandwich Swap, The King's Gift, and Enduring Beauty.</p>
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<p>Listening and Expressing</p>	<ol style="list-style-type: none"> 1. Read the title of the story to the students (The Sandwich Swap Story) and ask them: <ul style="list-style-type: none"> • What could the story's content be? • In your opinion, what is the relationship between this story and the words written on the board regarding tolerance, diversity, and culture? • What do you expect the events of The Sandwich Swap Story to be? 2. Read the story to the students (The Sandwich Swap Story), or have the students perform a short play about it. Then ask the students: <ul style="list-style-type: none"> • Have you ever tried a new or strange food? How did you react? • What was the problem in the story? What caused this problem? • What is the lesson learned from this story? • Who can explain the relationship between the fist and the words written on the board? 3. Show the students the picture of the group breakfast from the story, then ask them for their overall impressions of the story and its content. 4. Distribute the worksheet to the students and explain the requirements. Help them, if necessary, by providing several examples. 5. Have the students share their worksheet answers with the class. 6. Share your observations and comments on the students' worksheet answers. 7. Ask the students about one of their classmates' ideas they liked the most. Try to implement it with the students.
<p>Wrap-up</p>	<ol style="list-style-type: none"> 1. Provide practical tips for improving discussion manners. 2. Praise the students appropriately. 3. Ask the students to reflect on Queen Rania's quote: "It's very easy to jump to conclusions when we're exposed to something new or strange, but if we give ourselves the opportunity to get to know each other, put ourselves in the other person's shoes, and listen to different points of view, we will learn wonderful things about others and ourselves." 4. Ask the students the Exit card questions and record observations.

The Sandwich Swap Story

It began with a peanut butter and jelly sandwich... and ended with a hummus sandwich!

Salma and Lily were school friends... they drew pictures together... played on the swing set together... jumped rope together... and ate lunch together... but each one's food was a little different...

Lily ate a peanut butter and jelly sandwich every day for lunch. Salma ate a hummus sandwich every day for lunch. Lily always thought Salma's sandwich looked weird and disgusting, but she never expressed her opinion directly. She thought her friend was poor because she had to eat this disgusting, mushy food every day. Yaaaaah! Disgusting!

Salma always thought Lily's sandwich looked weird and disgusting, but she never expressed her opinion directly. She thought her friend was poor because she had to eat this sticky peanut paste every day. Yaaaaah! Disgusting! One day, Lily couldn't hold back any longer, so she said to Salma, "Your sandwich looks a little disgusting." Sensing that Salma hadn't understood her friend, she asked, "What did you say?" Lily replied, "I said your sandwich looks disgusting."

Salma grimaced, looked at the thin, soft bread, and remembered her mother smiling as she cut the bread in half that morning. Salma's feelings immediately turned from annoyance to anger. "Wow! And your sandwich looks disgusting. And it smells bad, too!" Salma responded angrily.

Lily was surprised, sniffing the thick, soft bread and remembering her father, wearing his funny apron, cutting the bread into triangles and whistling happily that morning. Lily grimaced and said, "It doesn't smell bad!" "It does!"

"Yoooo... disgusting!" "Yaaaaah... disgusting!"

That day, the two friends didn't draw any pictures together, didn't go on swings together, or even jump rope together. The next day, at lunchtime, Salma sat at one table, and Lily sat at another.

Quickly, the story of the peanut butter and hummus war spread around school, and classmates split into two camps, some siding with Lily, and some with Salma. Each side had unkind things to say about the other.

You smell like peanuts!... Your head is as empty as jelly!... You smell like garlic!... Your brains are as small as hummus!

Soon, the rude insults had nothing to do with hummus or peanut butter. You're weird!... You're stupid!... You look funny!... Your clothes are backward!

And then, one of the kids shouted, "Food fight!"

Peanut butter sandwiches, hummus sandwiches, and other foods flew here, there, and everywhere! Sandwiches stuck to the walls, the ceiling, and the supervisor. When all the sandwiches were gone, it was time for the milk cups, custard, and even the carrots and grapes to fly. Lily and Salma looked at each other across the food-stained room, both mortified by what they saw.

After they helped clean up the mess, the principal called Salma and Lily into her office, both utterly ashamed of themselves.

The next day, Salma sat across from Lily at the table. They each ate their sandwiches in silence. Finally, Lily worked up the courage and said, "Would you like to try a peanut butter and jelly sandwich?" Salma smiled, "Sure, why not? Would you like to try hummus?" Lily laughed and said, "I'd love to!"

"At number three?" "At number three!"

1... 2... 3! Mmmmm! Ymmmm! "Oh, it's delicious!" "God! And that's beautiful!"

The two girls laughed, hugged each other, and exchanged sandwiches. After lunch, Salma and Lily met with the principal again, this time to suggest a special lunch for the entire school. This is the story that began with a peanut butter and jelly ...sandwich... and ended with a hummus sandwich

Queen Rania Al Abdullah said: "It's very easy to jump to conclusions when we encounter something new or strange. But if we give ourselves the opportunity to get to know each other, imagine ourselves in the other person's shoes, and listen to different points of view, we will learn wonderful things about others and about ourselves".



Tolerance

Diversity


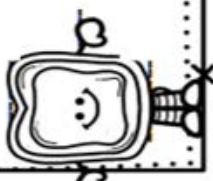
Culture


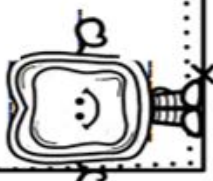


Worksheet

The Sandwich Swap Story: "Salma and Laila"


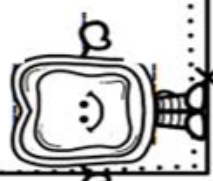
Write about the lesson you learned from the story and how you will apply what you learned in your practical life. Did the story inspire you to do an activity or idea to spread the culture of tolerance between different cultures? Explain.


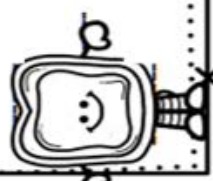




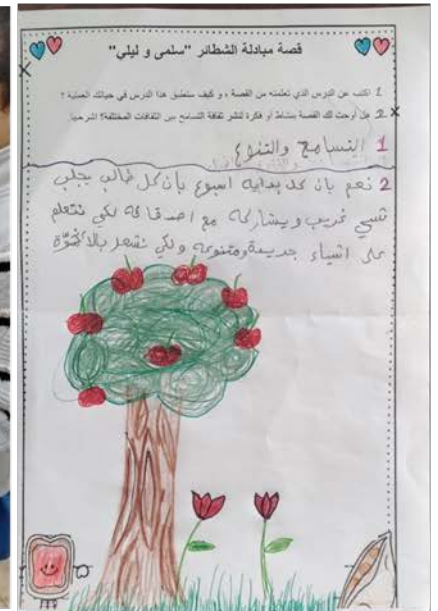
The Sandwich Swap Story: "Salma and Laila"

Write about the lesson you learned from the story and how you will apply what you learned in your practical life. Did the story inspire you to do an activity or idea to spread the culture of tolerance between different cultures? Explain.





Activity photos



Jack and the Beanstalk Story

Session Description: The teacher explains the meanings of trust, honesty, and conviction to the students and then presents the story of "Jack and the Beanstalk." During the session, the teacher discusses with the students the lessons and morals learned from the story and their relationship to trust, honesty, and conviction.

Target Grades: Grade 1 to 10

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain the purpose of this session to the students, as it aims to promote tolerance, acceptance of diversity, and learning about different cultures. 2. Write the following terms on the board (trust, honesty, and conviction). 3. Ask the students about the meanings of these words. Help them understand the following: <ul style="list-style-type: none"> • Trust: A state of reliance and belief in the capabilities of a person or thing, or in the honesty or reliability of another person. It also means feeling reassured and confident in oneself, and the ability to bear responsibility and make decisions. • Honesty: Fulfilling promises, preserving rights, being truthful, loyal, and not betraying them, whether these rights are material or moral, related to religion or worldly matters. • Contentment: Satisfaction with what God has allotted to a person, whether little or much, and being content with what is available and not looking to what others have. It is a psychological state that expresses inner satisfaction and psychological stability with the current situation and a lack of longing for more.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Read the story title to the students (The Story of Jack and the Beanstalk) and ask them: <ul style="list-style-type: none"> • What could the story be about? • In your opinion, what is the relationship between this story and the words written on the board? • What do you expect the story's events to be? 2. Read the story (The Story of Jack and the Beanstalk) to the students, or show them a short cartoon. Then ask the students: <ul style="list-style-type: none"> • Is this story realistic or imaginary? • Who can help me identify the story's elements? <ul style="list-style-type: none"> ➤ Story title: Jack and the Beanstalk ➤ Setting: In the countryside ➤ Time: Long ago ➤ Characters: Jack, Jack's mother, the market man, the giant ➤ Problem: Jack wanted to steal from the giant ← Solution: Jack chopped down the tree trunk with an axe • Why do you think Jack trusted the market man with the beans? What does it mean to trust someone? <ul style="list-style-type: none"> ➤ At the beginning of the story, Jack sells his family's cow, supposedly their most valuable asset, to a stranger for five magic beans. Although this trust pays off the next day when the beanstalk grows as high as the clouds, the question remains whether
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	<p>one should trust a stranger—or anyone at all, for that matter. Trust can be beneficial, but it can also be dangerous, because one cannot always know whether the people one trusts will keep that trust.</p> <ul style="list-style-type: none"> • Was the trade Jack made with the seller rational? <ul style="list-style-type: none"> ➤ To some, this may seem irrational. However, if Jack was a risk-taker and believed that the benefits of owning the beans outweighed the benefits of owning the family cow, he clearly made a rational decision. • Was it acceptable for Jack to steal the gold coins from the giant? Is it acceptable to steal from someone if they have a lot and you have only a few? • What do you think of the mother's attitude toward her son and her reaction to his theft? • Suppose someone steals something from you. Is it acceptable for you to steal that item from them and return it to you? Do you think that's called revenge? Is revenge a good or bad thing? • Who is at fault in the story? Is it Jack? The Giant? Or Mother? • Have you ever made a mistake and then claimed not to know it was wrong or forbidden? • What are the lessons and morals from the story? <ul style="list-style-type: none"> ➤ When your mother sends you to the market, do what she tells you: Jack had a simple task: take a cow to the market and sell it to get some money to buy food for his family. However, he was stopped by a fast-talking bean seller, so listen to your mother when she asks you to do something. ➤ Don't let your eyes get bigger than your wallet: Jack has his eyes on the Giant's possessions (the lyre, the gold coins, and the golden-egg hen) and desires them. This simple act leads Jack down the wrong path. ☐ Do not intrude or enter strangers' homes, especially without the knowledge and permission of the homeowners. This also applies to other things, such as snooping, looking into other people's private spaces, searching through their belongings, or, for example, stealing glances at their phones. ➤ What's yours is yours, and what's not yours, don't touch it without permission: When Jack stole the lyre, the gold coins, and the golden hen—things that didn't belong to him, he then climbed down the beanstalk, chopped it off, and let the giant fall to his doom. Can we honestly say the giant got what he deserved? He would have eaten poor Jack, but wasn't the giant just protecting his property? ➤ If you know it's wrong, it's wrong—no matter how much you justify it: Jack saw a way to end his family's ordeal, but it wasn't the most honorable one. He could have held his head high, admitted his mistake, and then found work to help support his mother and himself. <p>3. Distribute a worksheet to the students and ask them to rearrange the pictures according to the story's events, then ask them to color them.</p>
<p>Wrap-up</p>	<ol style="list-style-type: none"> 1. Provide practical tips for improving discussion manners. 2. Praise the students appropriately. 3. Highlight the students' outstanding contributions that are unique to others. 4. Ask the students the questions on the Exit Card and record their observations.

The Story of Jack and the Beanstalk

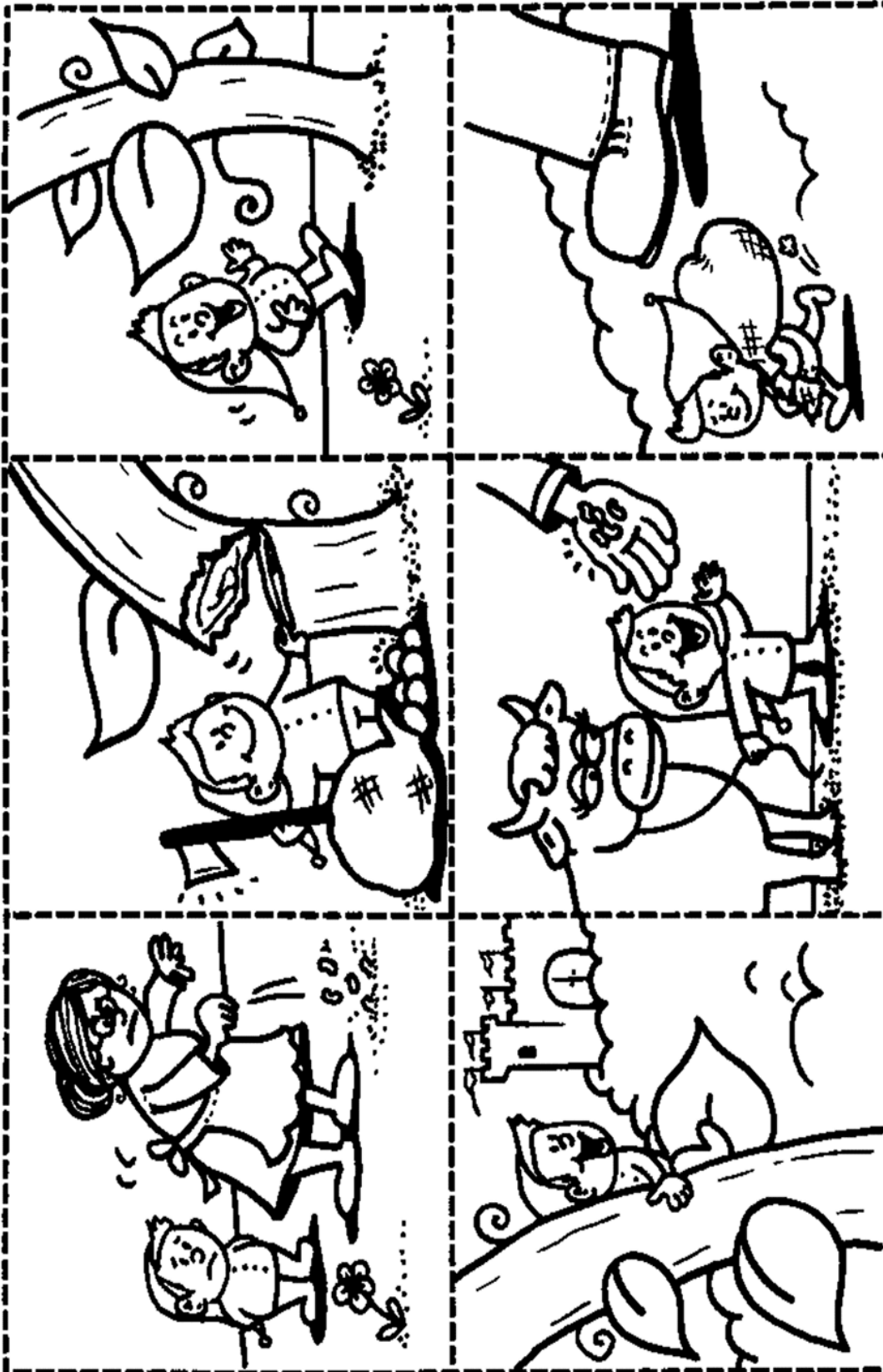
Once upon a time, there was a boy named Jack who lived with his mother in the countryside. They had only one skinny cow that didn't produce much milk. Jack's mother asked him to take the cow to the market to sell it because they didn't have enough money to feed it. Jack went to the market. On the way, he met a man who asked him, "Where are you going with that cow?" Jack replied, "I'm going to the market to sell it, as my mother asked." The man said, "I'll buy it from you in exchange for these magic beans." The man gave him a bunch of beans and told him they were magic beans. Jack returned to his mother, and she asked him, "Did you sell the cow?" He replied, "Yes, I did." His mother asked him how much he had sold the cow for. He told her what had happened and gave her the beans. His mother became angry and threw the beans out the window. They fell into the garden. Jack was very sad because he had angered his mother and given away their only cow for some beans. Jack went to bed without eating his dinner that day and cried until he fell asleep.

In the morning, when Jack woke up, he noticed something strange by his window. He looked out of the window and found a giant bean sprout growing in their garden. Jack was amazed and climbed the bean sprout. He kept climbing until he found something amazing! He found a giant palace above the bean sprout. Jack entered the palace to see what was inside. He found a group of skeletons guarding a giant. The giant was asleep when Jack entered.

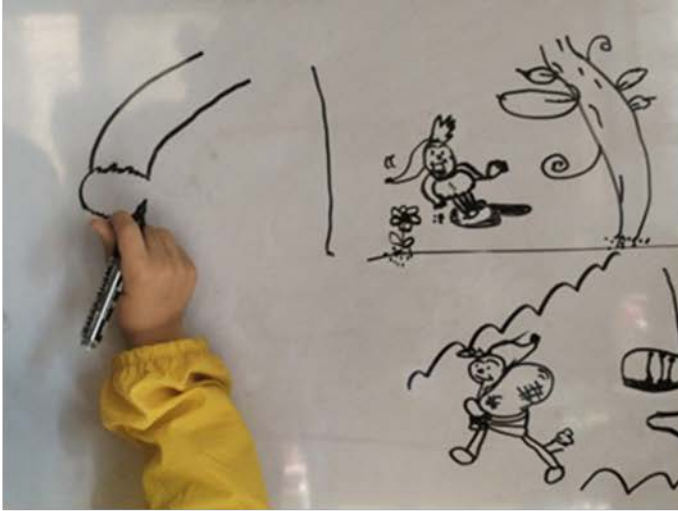
But when the skeletons saw Jack, they made noises to alert the giant. The giant woke up. Jack immediately ran away and hid behind a chair. The giant searched the palace but couldn't find Jack. He went to the kitchen and ate a lot of meat. Then he took a bag of gold coins from his pocket, placed them on the table, and went back to sleep. Jack ran out, grabbed the bag of money, and hurried back home. He gave his mother the bag of golden money. His mother was amazed and asked Jack where he had gotten the money. He told her what had happened. His mother was amazed but delighted with the money. Jack was delighted to have brought the money. That day, he climbed the plant again and quietly entered the palace. He found the giant asleep. But when Jack entered, the skeletons made noises, waking the giant. He searched the palace but found nothing, so he went to the kitchen and ate the meat. Then he returned and brought a hen, placed it on the table, and said to it, "Let me lay a golden egg." The hen laid a golden egg, and Jack took it and put it in the basket of golden eggs. Jack waited until the giant fell asleep, took the hen, and hurried down to his house. He gave it to his mother, who was very happy with it. So Jack decided to go to the giant's house again. The next day, Jack climbed the bean plant, but this time he found the giant awake and playing a lyre. Jack was so impressed by the sound of the lyre, he hid until the giant fell asleep. He tried to grab the lyre, but it was a magic lyre, and it cried out loudly, "Save me, sir, he's trying to steal me!" The giant woke up and began chasing Jack. Jack climbed the bean plant and went back down to his house. The giant followed him. Jack quickly picked up an axe and cut down the beanstalk, causing the giant to fall to his death.

Worksheet

Rearrange the images according to the storyline of Jack and the Beanstalk, then color them



Activity photos



Fox and The Grapes Story

Session Description: The teacher reads the story “The Fox and the Grapes” to the students. During the session, the teacher discusses with his students the lessons and lessons learned from the story.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of this session as it aims to teach us not to pretend we don't want something we can't have, and to accept our inability instead of making excuses to justify it. 2. Write the following folk proverb on the board: "Whoever doesn't eat grapes, sour grapes! 3. Ask the us about the meaning of the following proverb, and listen to their answers without judging or correcting them.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Read the story title to the students (The Story of the Fox and the Grapes) and ask them: <ul style="list-style-type: none"> • What could the story be about? • In your opinion, what is the relationship between this story and the popular proverb written on the board? • What do you expect the story's events to be? 2. Read the story to the students (The Story of the Fox and the Grapes), or show them a short cartoon video. Then ask the students: <ul style="list-style-type: none"> • Is this story realistic or imaginary? • Who can help me identify the story's elements? <ul style="list-style-type: none"> ➤ Story title: The Fox and the Grapes ➤ Story setting: In the forest ➤ Time of story: On a beautiful summer day ➤ Characters: The fox ➤ Problem: The fox can't pick the grapes ← Solution: Walk away • Why do you think the wolf said grapes are sour? • Have you ever wanted something but couldn't get it? How did you feel? • If you were the wolf, what would you have done differently? • Do you think grapes are really sour? Why or why not? • What do you think a wolf might do next time he sees something he wants? • Can you think of a time when someone pretended not to care about something they really wanted? Why do you think they did that? • What would the story be like if the grapes could talk? What would they say to the wolf? • If you were the wolf's friend, what advice would you give him? • Can you come up with a new ending to the story where the wolf finds a different snack? What did he do, what did he choose, and how did he feel? • What are the lessons and morals learned from the story?
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	<p>➤ When you don't criticize something even if you can't get it. For example, I don't criticize a mansaf dish and say it's not tasty just because I can't cook it. I don't criticize my friend's clothes and say they're not pretty just because I can't afford to buy them.</p> <p>3. Ask the students again about the proverb and its meaning after hearing the story. He guided them to the following: The meaning of the proverb is that a person who is unable to achieve or attain something belittles it and describes it as bad or undesirable, in order to justify his inability to obtain it.</p>
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improving discussion manners. 2. Praise the students appropriately. 3. Highlight the students' outstanding contributions that are unique to others. 4. Ask the students Exit card questions and record observations.

The Story of the Fox and the Grapes

One beautiful summer day, a fox was walking in the forest. Suddenly, he saw a bunch of grapes hanging from a high branch.

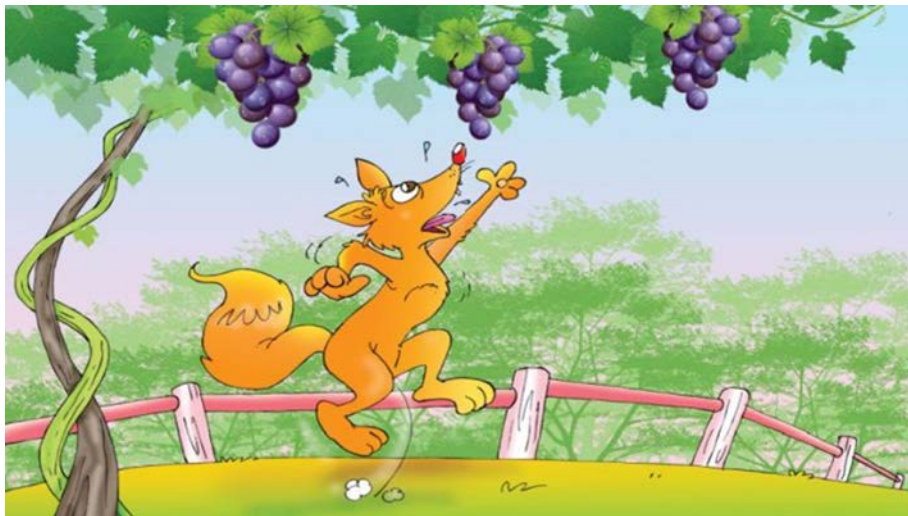
The fox said to himself, delighted, "This is just what I needed to quench my thirst! I'll try to pick some of these grapes to eat and quench my thirst."

The fox took a few steps back and then jumped up to pick up the bunch, but failed.

Then the fox tried again, took a few steps back, and jumped up, but he couldn't pick up the bunch.

Then the fox thought of different ways to jump and climb to pick up the bunch. He tried them all over and over again.

After a long time of fruitless attempts, the fox lost hope and walked away from the tree, proudly saying, "They're sour anyway... and I don't want them anymore."



Activity photos



How Do I Turn Dirt into Gold Story

Session Description: The teacher reads the story "How do I turn dirt into gold story" to his students. During the session, the teacher discusses with the students the lessons and morals learned from the story.

Target Grades: Grade 5 to 8

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain the purpose of this session to the students. It aims to teach us how to transform failure or difficulties into success and positives through hard work and sound thinking. 2. Bring a bowl filled with dirt and have the students try to turn it into gold or even coins. Allow them to use any materials and tools available in the classroom. They may even try more than once. 3. After 5 minutes, ask all students to sit down and listen carefully to the story you will tell. This story will teach them how to turn dirt into gold.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Read the story (How I Turn Dirt into Gold) to the students, or show them a short cartoon. Then ask the students: <ul style="list-style-type: none"> • Is this story realistic or imaginary? • Who can help me identify the story elements? <ul style="list-style-type: none"> ➤ Story title: How I Turn Dirt into Gold ➤ Story setting: A small village ➤ Time of the story: A long time ago ➤ Characters: The young man, the young man's wife, the wife's father ➤ Problem: Trying to turn dirt into gold ← Solution: Cultivate the land, harvest the fruits, and save money. • Why did the young man want to turn dirt into gold? • How did the wife and her father react to his idea? • What (secret) did the father tell the young man? • Was the silver powder real? And why? • What did the young man learn by the end of the story? • Do you think he found gold? What kind of gold was it? • Why do you think the father didn't tell him the truth from the beginning? • If you were in the young man's place, how would you feel while planting bananas? • What lesson can we learn from this story about work and rewards? • Can you remember something in your life that felt like "dust" but turned into "gold"? • What are the lessons and morals from the story? <ul style="list-style-type: none"> ➤ The story shows that real gold lies in harnessing available resources and transforming them into real value, not in pursuing the impossible or the imaginary. ➤ Hard work bears real fruit: There are no shortcuts to lasting success. The young man's gold came not from magic, but from his own effort and commitment. ➤ Wisdom often comes through stories: His father-in-law's subtle trick wasn't to ridicule, but to teach. This shows how clever storytelling can guide without direct confrontation.
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	<ul style="list-style-type: none">➤ Value grows from patience and care: Just like banana trees, results take time to flourish. Growing something carefully can lead to unexpected wealth.➤ Wealth isn't always money. Gold was a metaphor for food, stability, pride, and dignity. True wealth can come in many forms.➤ Faith can move us to action: Even though the secret wasn't real, the young man's faith motivated him to change. Sometimes we need hope—even if it starts as a story.➤ We all learn in different ways: The father realized that the young man wouldn't learn through words alone; he needed experience to understand.
Wrap-up	<ol style="list-style-type: none">1. Provide practical tips for improving discussion manners.2. Praise the students appropriately.3. Highlight the students' outstanding contributions that are unique to others.4. Ask the students the questions on the Exit Card and record their observations.

The Story of How I Turn Dirt into Gold

Long ago, in a small village, a young man and his wife lived there. They had recently inherited a plot of land. The young man was a chemist and conducted extensive research and studies. The wife loved her husband very much, but she could not sleep because of her constant worry about him. He spent all his time trying to turn dirt into gold, without working to provide for the household.

One day, the wife said to her husband, "Husband, you're trying all day to turn dirt into gold, and you're doing nothing else! I'm afraid that all our money will soon be gone, and we won't be able to manage our household anymore." The husband replied, "I'm trying for both of us! One day we'll be rich, and you'll thank me!"

After hearing her husband's words, the wife realized that she needed help. She went to her father's house and told him, "From morning to night, my husband has been trying to turn dirt into gold, and soon all our money will be gone." I tried to talk to him, but he wouldn't listen and wouldn't try any other methods. Please, can you talk to him?" Her father replied, "Yes, my dear, of course." The next day, the father went to see his son-in-law. He said to the young man, "I heard you're trying to turn dirt into gold." The young man replied, "I'll do it! I just need some time." The father replied, "I know that. There's something you don't know about me. My son, when I was your age, I was also an alchemist, and I wanted to turn dirt into gold. After many years, I discovered the secret." The husband, amazed, replied, "Do you really know how to turn dirt into gold?" The old man replied, "Yes, but by then, I was too old to do it. I didn't know anyone younger than me I could trust." He looked his son-in-law directly in the eye. The young man jumped for joy and happily said to his father-in-law, "You can trust me." The two smiled and shook hands. Then the old man told his son-in-law about silver powder growing on the backs of banana leaves and asked him to plant the banana seeds in the ground. When the plants were tall and mature, the silver powder should be removed from the backs of the leaves and stored. The young man asked, "How much of this silver powder do we need?" The father replied, "Two pounds of silver." The young man exclaimed in surprise, "But that would require hundreds of banana plants!" "That's why it was so much work for me to do," the father replied. "But I can help by lending you the money to plow the land and buy the seeds." The young man prepared the land, plowed it, and planted the seeds. Every day, the young man walked among the rows of young plants, carefully removing weeds and removing pests. When the banana plants were tall and ripe, the young man tried to remove the magic silver powder from the back of their leaves. But he couldn't find any. So he went and bought more seeds and planted more bananas. Years later, the young man became frustrated and ran to his father-in-law and said, "I still haven't found the silver you promised me." His father-in-law replied, "Great! Now I'll show you how dirt turns into gold. But first, you must bring me a bucket of dirt from the banana plantation, and you must bring my daughter with you." The young man didn't understand why, but he ran to the plantation and collected a bucket of dirt. Then he brought his wife from home, and the two of them went to his father-in-law. The father asked his daughter, "What did you do with the bananas?" She said, "I was selling them to make a living." The father asked, "Have you saved any money?" "Of course," she said. "Can I see it?" The young woman and her husband glanced at each other for a moment; this was strange! But she went home and came back with a large bag. The father saw that inside the bag were many gold coins. The old father took the bucket of dirt and threw it on the ground. He took the bag and poured the gold coins into a pile next to the dirt. Then, turning to his son-in-law, he said, "You see, I turned the dirt into gold!" The young man exclaimed, "What?" The daughter said, "Oh, I see!" Then she continued, "My dear, I cultivated the soil, and then we sold the bananas. Now we have gold coins!" The husband said, "But that's not the magic I had in mind." The father smiled and said to his son-in-law, "And who said you need magic to turn dirt into gold? Now let us eat." The three of them sat down to a good and delicious dinner after they had managed, thanks to the old man's wisdom, to collect a lot of gold that would last them for years.

Extravagance and Destruction Story

Session Description: The teacher reads one of the two stories included in the plan to his or her students. During the session, the teacher discusses the lessons and morals learned from the story with the students.

Target Grades: Grade 5 to 8

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain the purpose of this session to the students. It aims to teach us to embody the idea of transforming failure or difficulties into success and positives through hard work and sound thinking. 2. Ask the students about the meaning of extravagance. Listen to multiple answers and guide them to the following definition: Extravagance: Exceeding the limit and moderation in spending or any other action, whether financial or otherwise. It is spending something on things that are not appropriate, or spending more than is appropriate.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Choose a story from the stories included in the plan and read it to the students, or show them short animated video related to the session topic. Then ask the students: <ul style="list-style-type: none"> • Is this story realistic or fictional? • Who can help me identify the story elements? <ul style="list-style-type: none"> ➤ Story title: ➤ Story setting: ➤ Time of story: ➤ Characters: ➤ Problem: ← Solution: <p>Questions for the story "Waste and Waste":</p> <ul style="list-style-type: none"> • What was his wife's initial explanation for the water shortage problem? Was it correct? • What did Samer take time off from work, and what did he notice? • Describe some of the habits in the story that led to excessive water use. • How did Samer address the problem with his family? • What specific solutions did Samer suggest to reduce water consumption? • What was the outcome of the family's efforts after changing their habits? • What does this story teach us about everyday resources like water? • How does Samer demonstrate leadership in his family without harshness or blame? • Can you think of one change you could make in your home to save water? <p>Questions for the Story of the Festival of Dazzle:</p> <ul style="list-style-type: none"> • What was the purpose of the Festival of Dazzle, and how did it change over time? • What hidden effects did the citizens experience as a result of preparing for the Emperor's Festival? • Why did the citizens turn to Lama for help, and what did she decide to build? • What message did Lama hide in the tower, and why was it important?
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	<ul style="list-style-type: none">• How did the Emperor react when he read the message? What happened next?• What do the mirrors symbolize in the story?• How did the Emperor's perspective change after the tower collapsed?• Describe how the kingdom changed after Lama's message was delivered.• What personal lesson can you take from this story about pride, generosity, and community?
Wrap-up	<ol style="list-style-type: none">1. Provide practical tips for improving discussion manners.2. Praise the students appropriately.3. Highlight the students' outstanding contributions that are unique to others.4. Ask the students Exit card questions and record observations.

The Story of Extravagance and destruction

One day, Samer, a married man with a beautiful family, returned home after sitting with a group of friends in the garden next to their house. He and his friends were discussing many issues related to their children and family, and the appropriate way to improve their living conditions and ensure a better life for them.

So, Samer kept thinking about everything that had been said in that meeting. He entered the house, absent-minded. His wife noticed this and asked him why. He replied, "I'm very surprised. The size of our water tank is the same as the tanks in the houses next to us. Why do we use up water from the tank in three days, while our neighbors have enough water for at least six days? And their family members are twice as large as ours. Something doesn't make sense."

His wife replied, "Yes, that's true. It might be that our tank isn't filled as completely as the rest of the tanks in the neighborhood." Samer replied, "He's checked the tank more than once and made sure it's fully filled and that it doesn't have any holes or leaks."

Samer remained silent, his confusion continuing. After careful consideration, Samer decided to monitor his family's water consumption to determine the root of the problem. He therefore took a three-day leave from work. On the first morning of the vacation, he and his entire family woke up for prayer. The first thing he noticed was the loud sound of running water from the taps. This sound never stopped, especially when his children went in to wash or perform ablution. Afterward, his wife started preparing lunch. Samer heard the clattering of plates and pots and the flowing water. He asked his wife, "What are you doing?" She replied, "I want to wash the dishes, prepare lunch, and clean the kitchen." Samer asked her, "Didn't you clean the kitchen yesterday? Why today too?" His wife replied, "Because I love cleanliness!" Samer realized that his wife and children didn't value water and weren't using it wisely. Instead, they were wasting it in an unjustifiable manner. This was why they were using an entire tank of water every three days. Samer decided to meet with his wife and children and teach them the correct way to wash and perform ablution to reduce water waste. He also emphasized the importance of turning off the taps, avoiding unnecessary water consumption, and reducing unnecessary rinsing. He also emphasized the importance of collecting laundry together for washing once instead of every other day. A week after Samer held this meeting with his family, he went to check on the water tank. He was delighted to find that his tank still contained water. He went home and thanked his wife and children for their conservation of water.

The Story of the Festival of Dazzle

Once upon a time, in a kingdom nestled between mountains and seas, there lived an emperor named Malik, who believed that greatness was measured by one's possessions. His palace was carved from crystal, his robes were embroidered with moonlight, and his meals were served on golden plates. Every year, he held a festival called the Festival of Dazzle. At this festival, citizens were required to prepare and display whatever they could to dazzle the emperor. Each year, the citizens tried to find and create new marvels, such as diamond statues, floating gardens, and even silk rivers that shimmered without moonlight.

Each year, the people clapped and cheered the emperor, eagerly preparing to dazzle him. But behind their smiles lay empty coffers and weary hands. What the emperor did not realize was that each year, he drained the kingdom's resources. Forests were cut down to build wonders, and rivers were diverted to fill springs and create gardens. One year, the citizens were fed up and their energies and resources were exhausted, so they turned to a wise girl named Lama. Lama was the daughter of a stonemason who each year carved a new monument to the emperor. They asked her for help in stopping the emperor's extravagance. With the help of her father, Lama decided to build a tower of mirrors that would reflect the sky to the emperor, making him feel as if he were soaring high in the sky. Lama and her father worked day and night. But as she shaped the stone to hang the mirrors, she began to notice cracks in the marble, and the cracks grew larger with the height. The more she worked on the tower of mirrors, the more she wondered, "How can I make the emperor see that his extravagance is causing the city to crack, the wells to dry up, the crops to wither, and the children to become emaciated?" When Lama finished building the tower and covering it with mirrors, she inscribed a message on the top of the tower, hidden beneath the final layer of glass. It read: "A kingdom that feeds only its pride will starve its soul." At the dazzling festival, the emperor stood before the tower, proud and radiant. He attempted to climb the tower, and with each step, his pride increased. Until he reached the top of the tower and found the message, he read it and felt a surge of anger. In his fury, he began to smash the top of the tower. Then one mirror broke, then another. The tower shook with a resounding crash, shattering into fragments that fell like silver tears. The emperor fell to the ground, surrounded by the presence of his defeated citizens. The pain of the fall made him indifferent to himself. Instead, the crowd around him—their exhausted faces, their destroyed homes, and their withered fields—provoked him. For the first time, the emperor looked beyond the walls of his palace. He saw not only ruins, but also people. Then he wept and ran to his palace while silence reigned throughout the empire for weeks.

After weeks, the emperor calmed down and demanded to see Lama and her father. Lama came and said, "Your Majesty, beauty built on hunger does not last." From that day on, the kingdom changed. The emperor wore simple clothes. The palace gardens grew food, not flowers. The Festival of Splendor became a day of giving, where each family shared what they had with others. Instead of extravagance, cooperation and generosity prevailed throughout the empire, and no one went hungry again.

Playing

Session Description: The teacher discusses with the students when it is a good time to play, what games are most popular, and who their playmates are. (The teacher can ask the students to bring pictures of their favorite games or bring the game itself.)

Discussion Manners: Do not interrupt the class, raise your hand politely to participate, listen to the speaker, and respect all opinions.

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.
Comprehending the topic	<ol style="list-style-type: none"> 1. Grab the students' attention by showing a video, story, or some student work (ask students to prepare these in advance) that relate to the session topic. 2. Ask the students what they think our topic will be today and why we are discussing it. 3. Explain the purpose of discussing the topic of play and the importance of choosing the appropriate time for it.
Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students the following questions and listen to their answers without judging: <ul style="list-style-type: none"> • When do you play? • What is the best time for each of you to play? • What are the popular games currently? • Who do you like to play with at school? • Who do you like to play with at home? 2. Allow each student, one by one, to present their game to the class and explain why they like it. Then make some comments on the students' performance, such as: Oh, football is a great game! It involves physical activity and constant movement, and it also teaches us teamwork. Well done! Who else likes football? What is PUBG? What is this game, can you explain it to me? Is there anyone else in the class who likes PUBG as well? 3. Ask the students about the guidelines they should follow when playing video games, especially those played on mobile phones or tablets, and guide them to the following: <ul style="list-style-type: none"> • Set time limits: Create a daily or weekly schedule that includes breaks and time for other activities such as outdoor play, reading, or creative projects. • Choose age-appropriate games: Always check the game's age rating and content. Games like Minecraft or Monument Valley are fun and enriching. • Play together: Join friends you know in a game from time to time—this helps you bond with your friends and protects you from meeting strangers. • Evaluate yourself after playing: Ask yourself after playing: Do you feel happy, energetic, lazy, or frustrated? If your feelings are positive, that's good, but if the game makes you feel negative, such as frustrated or sad, it's best to change the game.
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improving discussion manners. 2. Praise the students appropriately. 3. Encourage the students to organize their time to enjoy playing games and limit their use of electronic devices. 4. Ask the students the questions on the Exit Card and record their observations.

	5. Ask the students to share their games with their classmates and play together.
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No Bigotry, No Racism

Session Description: The teacher reads the story (No Bigotry and Racism) to his students, then discusses with them the lessons and morals learned from it.

Target Grades: Grade 4 to 8

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Explain to the students the purpose of this session: Today we will learn two simple but powerful words: "I can." 2. Write "I can" on the board in large, clear print. 3. Explain to the students the purpose of this session. For example: Sometimes we forget how much we've learned, how far we've come, and what makes each of us strong in our own way. It's not just about what we can do in school; it's also about who we are, how we treat others, and the kind of people we become. Today, we will share, listen, and maybe surprise ourselves with what we can do.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students what racism means. Listen to all their answers without prompting or commenting. 2. Read the story included in the plan to the students, pausing after each situation to give them time to reflect on the story's events. 3. Ask some questions and discuss them. For example: <ul style="list-style-type: none"> • What are the lessons or morals learned from the story? • Why does the story say it would be a nightmare if we were all the same? • What are some of the differences between people that the story celebrates? • How does the story explain why each person is unique? • What are some examples of prejudice mentioned in the story? • What happened in the story that demonstrated racism? • Why do you think people are treated unfairly? • What advice does the story offer when we feel surprised or confused by someone different from us? • Why is curiosity important when meeting people who are different from us? • How can we live better with others, according to the story? • Have you ever seen or heard of something unfair like this? What did you do or feel? • What could you have done differently to stop this injustice? • Can you remember a time when you stood up for someone—or wanted to? 4. Allow as many students as possible to contribute to the answer, and don't forget the minority. 5. Pose the following question to the students and summarize their answers on the board. Then encourage them to actually put them into practice: <ul style="list-style-type: none"> • How can we make our classroom or school a place where everyone feels safe and respected? 6. Ask the students again about the meaning of racism, as explained in the story. Guide them through the following:
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	<p>Racism: When we ostracize someone without knowing them because their skin color, origin, religion, or way of life differs from ours. Or when we refuse to do something to them simply for these reasons. When we attack them, when we avoid sitting next to them, or when we avoid speaking to them.</p>
Wrap-up	<ol style="list-style-type: none">1. Provide practical tips for improvement related to applying discussion manners.2. Praise the students appropriately.3. Ask the students Exit card questions and record observations.

A story without prejudice or racism

You, do you know who you are? What are your eyes and hair like? Are you young or old?

Here's another boy. His name is Sami. You recognize Sami easily. You know him by his blond hair. By his glasses. By his red breed. By his mountain accent. By his small trains and his strange nature. He doesn't look like you



What if we were all alike, with the same blond hair, the same clothes, the same tastes, the same character, and the same flaws and advantages?

What a nightmare!

How do we get to know each other? How do we get to know ourselves?

Fortunately, this isn't the case in life!

There are physical differences: the elderly, black people, children, people with Mongolian eyes, people who can't hear, tall people, small people, people who can't see, people who use wheelchairs, white people.

There are differences in temperament: older people are shy, kind, younger people are smart and attract attention, angry.

There are differences in religion: there are Muslims, Christians, Jews, Buddhists, and Hindus...

And there are other differences: like cuisine, spoken language, and music...

All of these differences make us who we are.

And you, why are you the way you are? You are this way because you have parents and grandparents who are similar to you. The times you spend with your friends and everything you experience are all part of who you are. Your brother and sister are different from you, even though you have the same parents. You are unique! All these differences between people amaze and attract. And sometimes, there is some discomfort. Sometimes, there is some hatred in the eyes, in the words, and in the movements. And sometimes, even war.



So, what can you do? Here are six instances of intolerance you may encounter, along with tips for understanding and responding to them. Sometimes there's a bit of surprise: It's natural to be surprised because we don't understand, and it's natural to ask questions. If someone speaks to you in a foreign language, ask them to teach you a few words... To live better with others, be curious!



There is a certain discomfort: We get upset when we see someone who can't move and play like us. We become afraid and withdraw into ourselves. If you are upset, try to put yourself in the other person's place, talk to them and shake their hand. You will discover who they are. Like you, they need to laugh and make friends... To live better with others, be open!



Sometimes there is a touch of violence: we get nervous and quarrel. This is no excuse for going too far. Even if you miss a harsh word, never let an insult come out of your mouth. It is evil and unfair, and it hurts for a long time... To live better with others, be fair!



Sometimes there's a touch of ignorance: Some adults believe that everything that goes wrong is the fault of foreigners. But even adults make mistakes. No one is responsible for what goes wrong. The truth is much more complex. So, what's better than repeating preconceived notions? Ask yourself questions, read, ask people who know more than you, and learn... To live better with others, think!



There's sometimes a bit of caution: There are children of foreign origin in your neighborhood or at your school. You might try to stay away from them. But if you approach others, you'll have real encounters. You'll discover ways of life that are different from your own, and that are important and enriching... To live better with others, be tolerant!



Sometimes there is a touch of hatred: some people look down on those who don't have the same skin color or origin. They insult them, mistreat them, and avoid them... If you witness this kind of situation, tell an elder, your teacher, or your family; they can take action. Insults and racist acts are punishable by law. This may lead to a fine or imprisonment... To live better with others, react!



What does racism mean? Racism is when we ostracize someone without knowing them because their skin color, origin, religion, or way of life differs from ours. Or when we refuse to do work for them simply for these reasons. When we attack them, when we avoid sitting next to them, or talking to them...

Everyone has the right to a dignified life and respect. Laws prohibit and punish racism.

At school, in your neighborhood, or when you go on vacation, you have the opportunity to meet different people and discover a new way of life.

If you care about others, they teach you many things, and you teach them just as much.

This is what helps us live together better



I Know My Personality

Session Description: The students identify and compare the traits of different personalities, then review several jobs and try to assign the position to the person most suited to it. As homework, they reflect on their personalities and the type of job that would suit them.

Target Grades: Grade 6 to 10

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Show the students a set of pictures (of various professions) and ask them to describe the personality of the person in the picture. 2. Listen to at least one student's contribution on each picture, then explain the purpose of the discussion. 3. Ask the students: <ul style="list-style-type: none"> • Do you think a shy person would be successful as a school principal? • Can a sociable, outgoing person be successful as a librarian? 4. Ask the students about the meaning of personality traits and how they relate to work. Personality traits are the individual characteristics and qualities that determine a person's behavior, emotions, thinking patterns, and interactions with the people and things around them. In the workplace, these traits play a vital role in determining job performance, relationships with colleagues, and the appropriate work environment. Personality traits often develop over a lifetime, but they may also remain stable for some, depending on the circumstances and situations they encounter. <p>Employers are interested in personality traits because they help them predict how an employee will interact with others in the workplace. They also provide an indication of their likely response to specific situations and pressures they may encounter in their professional lives.</p> <p>In choosing a job that best suits our abilities, several factors must be taken into consideration. Each of us has our own skills and personal abilities. Even if we are highly prepared for a job, not everything is right for us, our interests, and our abilities. In this session, we will attempt to identify different personalities and determine which jobs might be suitable for each personality type.</p>
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listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students about the types of characters they know and record them on the board. 2. Prepare a set of cards (one with the character type written on it, and the other with the character description) and distribute them to groups of the students. Then, ask them to have a five-minute discussion, trying to match the character's name with the appropriate description. 3. Ask each group to report on the results of their discussion and comment on them.
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character	a description
Realistic character	He prefers practicality and simplicity and is drawn to tangible, manual activities
Analyst personality	Anyone who is open, curious, has a taste for studying , taking notes, and conducting experiments to understand
Artistic personality	creative person who expresses feelings through speech, art, and writing
Social personality	Sensitive to the problems of others focusing on helping, teaching , and healing
Adventurous personality	He seeks to lead or influence others and is an active and ambitious person
Normal character	I am conscientious, hardworking organized and administrative

- Display a collection of pictures representing different jobs or cards labeled with the names of different jobs and professions. Ask the groups to engage in a 5-minute discussion to try to match the job with the personality that best suits it.
- Listen to the groups' results and comment on them.

character	Suitable jobs
Realistic character	Examples: truck driver , mechanic, farmer construction trades, upholsterer, cabinet maker, Seamstress, cook, fisherman, dental technician.
Analyst personality	For example: biologist, engineergeologistlab assistant, librarian, computer scientist farmer
Artistic personality	Example: musician, interior designerfashion designer, craftsman, Photographer ,hairstylist tailor, sculptor, TV directorwriter
Social personality	Example : teacher, caregiver, employment counselor, Firefighter, trainer, social worker counselor
Adventurous personality	Example : Business Manager, Lawyer, Sales Representative, Business Builder, Team Manager, Head Chef
Normal character	Example : Secretary, Accountant, Librarian= Customs Officer, Computer ProgrammerHuman Resources, Reporter

- Ensure that all answers are logical and consistent with the character descriptions.
- Give the students the opportunity to add their own observations or comments. For example, some professions may potentially suit more than one personality type.
- Ask the students about other characters or jobs not mentioned.
- Ask the students about the strengths of each character and the work constraints that define each character's job.

	<ol style="list-style-type: none">10. After completing the lesson, ask the students about their own impressions. Have each student try to identify their own personality type (some characters may share traits with more than one personality type) and the job they think would suit them.11. Ask the students to complete the worksheet within 10 minutes (or as homework), depending on the class time.
Wrap-Up	<ol style="list-style-type: none">1. Ask the students to list which of their classmates are similar to them in personality and which are different from them, and why.2. Offer practical tips or comments for improvement related to applying discussion manners.3. Praise the students appropriately.4. Ask the students the questions on the Exit Card and record their observations.

Activity photos



Worksheet (Personality and Work Restrictions)

_____ : Student Name: _____ Date: _____ Class and Section

After you have had a discussion about personality types and the jobs that suit them, fill in the following information:

First: What is your personality type (some people may have a mixture of more than one personality)?

Second: What job do you think is suitable for you and matches your personality type?

Third: Review the following work restrictions and determine which ones do not suit you:

<p>Mobility restrictions - ability to move</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can't think of working in the neighborhood I live in <input type="checkbox"/> I can't think of working all over my city <input type="checkbox"/> I can't think of working in a location more than an hour .away from home <input type="checkbox"/> I can't think about working away from home and not coming .home every night <input type="checkbox"/> I can't think of working in another country <input type="checkbox"/> I don't have any transportation (personal or public) <input type="checkbox"/> I don't have a driving license <p>Health-related restrictions</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can't think of working on my feet all day for several hours <input type="checkbox"/> I can't think about working sitting all day <input type="checkbox"/> I can't think of working with repetitive gestures <input type="checkbox"/> I can't think about working on a screen (TV or computer) <input type="checkbox"/> I can't think about carrying heavy loads <input type="checkbox"/> I can't think about working at heights no I can thinking in the job outside, in the weather <input type="checkbox"/> cold / hot 	<p>Restrictions on working hours and working days</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can't think about working only at night <input type="checkbox"/> I can't think about working at night <input type="checkbox"/> I can't think about work during the day <input type="checkbox"/> I can't imagine working in a large team with teams changing depending on schedules <input type="checkbox"/> I can't think about work every Saturday <input type="checkbox"/> I can't think about work every Friday <input type="checkbox"/> I can't think about working every weekend <p>Family Restrictions - Children and Dependents</p> <ul style="list-style-type: none"> <input type="checkbox"/> I don't have a solution to bring my children to school if I am at work at the same time <input type="checkbox"/> I don't have a solution to babysit my kids while I'm at work <input type="checkbox"/> If I am caring for a dependent in my home (an elderly or disabled person), I do not have a solution to replace me when I am at work
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Fourth: Rethink the job you chose in the second question. Compare your chosen job with the constraints you identified. Does this job fit these constraints? Do you want to keep the same job or change to another one? Why?

I Know Myself

Session Description: The students identify their personalities based on their interests, strengths, and values. Based on this, they then consider a career or job that might be a good fit for their personality.

Target Grades: Grade 8 to 10

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Introduce yourself as a role model for the students by mentioning your interests, personal strengths, and values. 2. Explain the purpose of this session and the relationship between your interests, strengths, and values in determining future career or professional directions.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students about the meaning of interests. Explain the meaning to them as follows: Interests: An individual's love and attraction to a particular job or activity and their willingness to put in the maximum effort and continue with it for as long as possible. For example: horseback riding, reading, swimming, embroidery, playing with electronic devices, etc. People's interests can be categorized as follows: <ul style="list-style-type: none"> • Handling things: This means you enjoy using tools and machines, making things, repairing devices and equipment, and discovering how things work. • Handling people: This means you enjoy caring for and helping others, persuading and negotiating with others, working as part of a team, leading or managing others. • Handling information and ideas: This means you enjoy expressing yourself through writing, art, or music, conducting experiments and research on your topic, solving puzzles and problems, studying, and reading. 2. Explain the meaning of strengths to the students as follows: Children have many different types of strengths, not just academic ones. Sometimes they're obvious, such as when a child is good at drawing or playing sports. But other strengths, such as being a good listener or working well in groups, can be harder to spot. For more examples of strengths, see the end of the plan. 3. Give the students time to reflect on their strengths and then allow them to share them with the rest of the class. 4. Explain to the students what valuable values mean, as follows: Valuable personal values are those things that you place great importance and value in how you live your life and make your decisions. Everyone has their own "personal values," whether they know them or not. However, life can be much better when we know our personal values and then plan, decide, and live according to them. We shouldn't be like a ship driven by the wind. 5. Ask the students about their personal values. Help them find the answer with these questions: <ul style="list-style-type: none"> • What have made you feel satisfied and proud (in your personal, social, spiritual, and professional life, etc.)? • What needs have you met that made you feel effective and positively impacted in people's lives? And why? • What things capture your attention, enthusiasm, and energy to work and achieve? • What are the things you value most in your most inspiring and inspirational people?
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	<ul style="list-style-type: none"> • What values would you say you value most if they were broken, would fill you with anger, madness, and turmoil? • What values do others see as defining your behavior, relationships, speech, and work? Values are like goals. Success isn't achieved by having many good goals, but by focusing on the most valuable and impactful ones. A smaller number of carefully chosen values will make it easier for you to remember and review them at any time and under any circumstances, leading you to focus on living truly in accordance with your values. <p>6. Ask the students about their personal values. Help them answer these questions:</p> <ul style="list-style-type: none"> • What have made you feel satisfied and proud (in your personal, social, spiritual, and professional life, etc.)? • What needs have you met that made you feel effective and positively impacted people's lives? And why? • What things capture your attention, enthusiasm, and energy to work and achieve? • What are the things you value most in your most inspiring and inspirational people? • What values would you most likely break if they filled you with anger, madness, and turmoil? • What values do others see as defining your behavior, relationships, speech, and work? Values are like goals. Success isn't achieved by having many good goals, but by focusing on the most valuable and impactful ones. A smaller number of carefully chosen values will make it easier for you to remember and review them at any time and under any circumstances, leading you to focus on living truly in accordance with your values. <p>7. Ask the students about the importance of identifying interests, character strengths, and valuable values. Guide them to:</p> <ul style="list-style-type: none"> • Interests: Your passion and curiosity guide you toward meaningful and engaging work. When your career path aligns with your interests, you're more likely to feel motivated and fulfilled rather than drained or frustrated. • Personal strengths: Recognizing your skills—whether analytical thinking, creativity, leadership, or problem-solving—helps you identify roles in which you can excel. Leveraging your strengths leads to greater confidence and professional success. • Values: Your core beliefs and principles influence your workplace satisfaction. If you value teamwork, integrity, or independence, finding a career path that aligns with these values will ensure long-term fulfillment rather than frustration. <p>8. Distribute the worksheet to the students and ask them to complete it in ten minutes (or as homework).</p> <p>9. Listen to the students' contributions and provide positive feedback on their contributions.</p>
<p>Wrap-up</p>	<ol style="list-style-type: none"> 1. Ask the students to list similarities and differences in their personalities. 2. Ask the students to express their opinions regarding the following: <ul style="list-style-type: none"> • Are interests and values consistent? How does this affect our decisions and career choices? • What do you think about parental interference in determining their children's career paths? • Love what you do so you can do what you love. 3. Offer practical tips or comments for improvement related to applying discussion manners. 4. Praise the students appropriately. 5. Ask the students to prepare for the next session by interviewing people who hold the three jobs that match them or by researching them online. The students should research the following questions: <ul style="list-style-type: none"> • What is the job market like? In demand, stagnant? • Can you describe a typical work day? • What are the main activities or tasks you need to perform? • Explain your work conditions? (i.e., pace, schedules, interaction with the opposite sex, having to travel or work late, etc.) • What do you like most about your job? • What do you dislike about your job?

	<ul style="list-style-type: none">• What skills and knowledge are needed for this job?• Do you have any advice for someone who wants to transition into this career today? <p>*Note: In the next session, students should share their research findings with the rest of the class via presentations or oral discussions and express their opinions on these findings. Students can work in groups if their shared jobs are similar.</p> <p>6. Ask students the questions on the Exit Card and record their observations.</p>
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Activity photos



Know Myself Worksheet

- ☐ I can't think about working sitting all day
☐ I can't think about working on a screen (TV or computer)
☐ I can't think about carrying heavy loads
☐ I can't think about working at heights

Identify your most precious values that you will not compromise on

<input type="checkbox"/> Sincerity <input type="checkbox"/> The challenge <input type="checkbox"/> Expression <input type="checkbox"/> Justice <input type="checkbox"/> Cleanliness <input type="checkbox"/> Trust <input type="checkbox"/> Teamwork <input type="checkbox"/> Democracy <input type="checkbox"/> Self-control <input type="checkbox"/> Enthusiasm <input type="checkbox"/> Kindness <input type="checkbox"/> Credibility <input type="checkbox"/> Speed <input type="checkbox"/> Initiative <input type="checkbox"/> Other thanthat	<input type="checkbox"/> Respect <input type="checkbox"/> Power <input type="checkbox"/> Persistence <input type="checkbox"/> Health <input type="checkbox"/> Serving others <input type="checkbox"/> Beauty <input type="checkbox"/> Persuasion <input type="checkbox"/> Trust <input type="checkbox"/> Discipline <input type="checkbox"/> Diversity <input type="checkbox"/> Privacy <input type="checkbox"/> Unity <input type="checkbox"/> Hope <input type="checkbox"/> Equality <input type="checkbox"/> Simplicity <input type="checkbox"/> Calm <input type="checkbox"/> Discovery	<input type="checkbox"/> Accuracy and order <input type="checkbox"/> Grace <input type="checkbox"/> Ambition <input type="checkbox"/> The system <input type="checkbox"/> Progress <input type="checkbox"/> Quality <input type="checkbox"/> Development <input type="checkbox"/> Adventure <input type="checkbox"/> Altruism <input type="checkbox"/> Peace <input type="checkbox"/> Harmony <input type="checkbox"/> Openness <input type="checkbox"/> Cooperation <input type="checkbox"/> Family <input type="checkbox"/> Creativity <input type="checkbox"/> Perseverance <input type="checkbox"/> Tolerance
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Despite having many skills, some jobs are so restrictive that we cannot accept. Despite possessing many skills, some jobs restrict us and make us unacceptable. Therefore, read these limitations, reflect on them, and identify them to choose the job that best suits your skills and circumstances. What are your interests?

- ☐ Handling things, i.e., using tools and machines, making things, repairing devices and equipment, and discovering how things work.
☐ Dealing with people, i.e., caring for and helping others, persuading and negotiating with others, working as part of a team, leading or managing others.
☐ Dealing with information and ideas, i.e. expressing yourself through writing, art, or music, conducting experiments and research on your topic, solving puzzles and problems, studying, and reading.

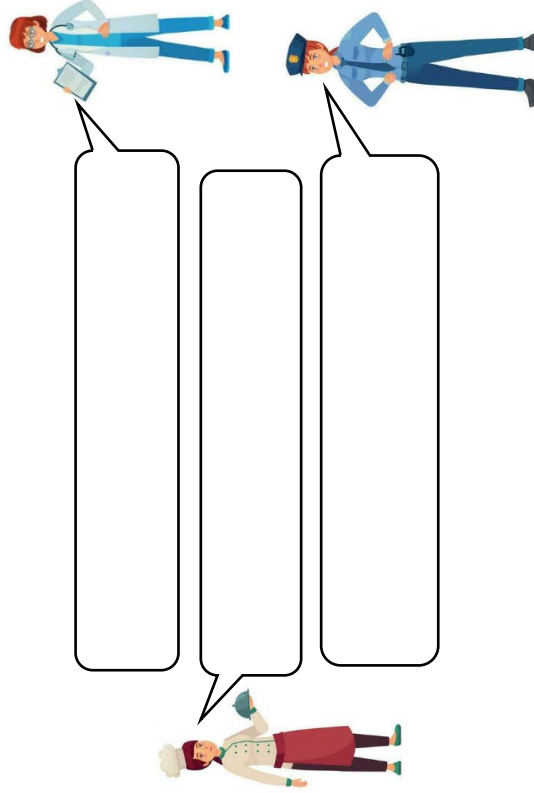
Identify the most important points that distinguish you from others

<input type="checkbox"/> Optimism <input type="checkbox"/> Openness <input type="checkbox"/> Determination <input type="checkbox"/> Perseverance <input type="checkbox"/> The ability to gain the respect and trust of others <input type="checkbox"/> Other thanthat	<input type="checkbox"/> Focus <input type="checkbox"/> The ability to adapt to the surrounding environment quickly <input type="checkbox"/> Take responsibility <input type="checkbox"/> Creativity <input type="checkbox"/> Flexibility and adaptability <input type="checkbox"/> Honesty and integrity <input type="checkbox"/> dedication and loyalty <input type="checkbox"/> Self-motivation	<input type="checkbox"/> Self-confidence <input type="checkbox"/> Tolerance of pressure <input type="checkbox"/> Problem solving <input type="checkbox"/> Planning <input type="checkbox"/> Organization <input type="checkbox"/> Working within a team <input type="checkbox"/> Be logical <input type="checkbox"/> Leadership <input type="checkbox"/> Time management
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Define your limitations

- ☐ no I can thinking in the job at night
☐ no I can thinking in the job within Large team with changing teams depending on schedules
☐ no I can thinking in the job in every weekend
☐ I .ca n't think of working in the neighborhood where I live
☐ .I can't think of working in a location more than an hour away from home
☐ .I can't think of working in another country
☐ I cannot work in a mixed environment
☐ I don't have a solution to babysit my children while I'm at work
☐ (care In person Healer in My home (person) elderly or handicapped And not I have solution To replace me when I am in the job
☐ I can't think of working on my feet all day for several hours

Now consider your choices and write three jobs that you find suitable for .your personality in the boxes below



**Keep this paper. You may need it in the future.*

Marah and the Makeup

Session Description: The teacher shows her students the story of “Marah and Makeup” and asks them to write the text of the story from their imagination. During the session, the teacher instructs the students on the importance of skin hygiene, protection, and self-confidence in order to promote natural beauty.

Target Grades: Grade 7 to 9

Discussion Manners: Do not interrupt the students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

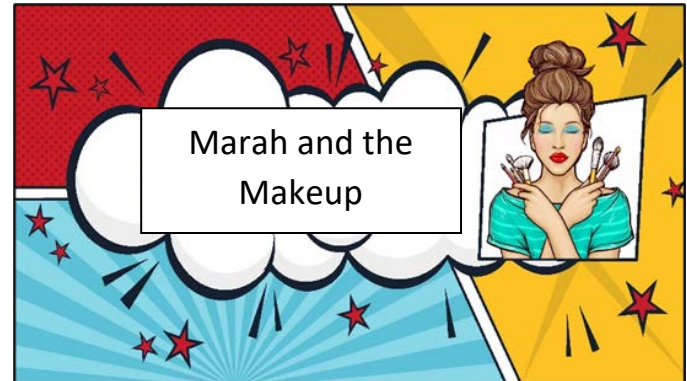
Steps	Instructions
Introduction	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review discussion manners together.

Comprehending the Topic	<ol style="list-style-type: none"> 1. Use images from around the world to show how cultures express beauty in unique ways (e.g., kohl, henna, or face painting for celebrations) and show them to the students. 2. Give the students a couple minutes to look at these images, then ask them: <ul style="list-style-type: none"> • What is beauty? What makes someone beautiful? <ul style="list-style-type: none"> ➢ Beauty is a quality that makes something desirable and lovable. It is a relative concept that varies from person to person and culture to culture, and can be associated with shape, proportion, color, harmony, and other elements that evoke admiration and pleasure. ➢ The word beauty is complex and unlimited, and beauty can be defined in a superficial way as the satisfaction of the eye when seeing something, and beauty lies around us in everything, it is a kind of art that awakens amazement, feelings and the deepest feelings of humanity within us. • What are the types of beauty? <ul style="list-style-type: none"> ➢ Beauty is divided into two types: inner beauty and outer beauty, while inner beauty is what a person thinks about himself, when he is confident in himself, his inner beauty increases, but if he is not confident in himself, his beauty decreases, and outer beauty is the one whose definition changes according to the current fashion, which in turn changes all the time.
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Listening and Expressing	<ol style="list-style-type: none"> 1. Ask the students how to enhance inner beauty, and guide them to the following: <ul style="list-style-type: none"> • Pursue wisdom: By striving to live by the principles of wisdom, inner beauty can be enhanced. This can be achieved through contemplation and reflection on our actions. Much can be learned simply by thinking, by keeping a diary, or by enjoying the beauty of natural scenery. Reading the books of wise people, such as historians, poets, and novelists, helps us gain knowledge and empowers us to express our thoughts. Pursuing wisdom is an ongoing process; there is always something new to learn, and we can listen carefully to the ideas of people with extensive experience. • Learn generosity: By regularly donating to charities, this doesn't have to be just monetary or property donations; it can also involve giving time, such as sharing food with friends, visiting a relative or neighbor, or buying a gift. • Honesty: This involves expressing what we truly want to say in a polite manner, living by our principles, and not pretending to be in front of others for the sake of self-interest. However, it is preferable to be careful when dealing honestly, by evaluating the appropriate time to speak. • Eliminating negative emotions: Emotions generally tell us what we like and what we don't like, so they are important. However, we must get rid of negative emotions instead of carrying them inside for a long time, as they harm those who carry them. We must also learn to control emotions.
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	<ol style="list-style-type: none"> 2. Ask the students about ways to enhance external beauty, and guide them to the following: <ul style="list-style-type: none"> • Exercise: Exercising for 30 minutes three times a week will have positive results for the body and increase a sense of well-being. Examples of exercise include yoga, swimming, and walking. • Healthy eating: It is important to follow a healthy diet to maintain the body from the inside out and to appear good from the outside. It is recommended to eat three balanced meals a day and to be sure to eat vegetables and fruits. Many people make the mistake of skipping meals when they want to lose weight. Because it leaves them tired and hungry. • Clean body and skin: A healthy, clean appearance enhances our sense of well-being. Skin care can be done by cleansing it and using the appropriate moisturizer. It is recommended to avoid prolonged sun exposure, regardless of skin tone. When exposed to the sun, be sure to apply sunscreen with a sun protection factor (SPF) of at least 15. It is also recommended to drink plenty of water, as water hydrates the skin and combats peeling and dryness. People with oily skin are advised to wash their skin twice a day and use a cleanser to prevent acne. If they have dry skin, it is preferable to use a mild cleanser and then moisturize it. Lip balm is recommended, especially in the winter. 3. Explain to the students that some people prefer to wear makeup while others do not. These are personal choices that must be respected. 4. Draw the students' attention to the need to adhere to school discipline instructions regarding the wearing of makeup at school. Ask them: Is makeup appropriate for everyday use? Or for special occasions? Can it be worn everywhere? 5. Display the worksheet and distribute it to the students, then ask them to look through it. 6. Ask the students to reflect on what was explained earlier about internal and external factors, and then attempt to write the story "Marah and Makeup." 7. After the students write the story, have some students share their writing with their classmates. 8. Allow the students to share tips with each other based on their own experiences about how to care for and maintain healthy skin.
Wrap-up	<ol style="list-style-type: none"> 1. Provide practical tips for improving discussion manners. 2. Praise the students appropriately. 3. Ask the students the questions on the Exit Card and record their observations.

Worksheet





Method 1

No	Title
M1-1	What To Do When We Lose the House Key
M1-2	Anger Management
M1-3	Organizing Priorities
M1-4	Rumors
M1-5	One Opinion and Another
M1-6	Bullying
M1-7	My Slogan
M1-8	My Ramadan Targets

What Do We Do When We Lose Our House Key?

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session themselves, they may do so and take on the roles assigned to the council.
- The teacher can design several other sessions based on the “What should we do?” concept. For example: What should we do if a stranger approaches us on the way? What should we do if a stranger approaches us on the way? What should we do if we find our classmates being bullied behind the school?

Session Description: The Discussion Council repeatedly brings up a common issue—losing the house key and being unable to enter the home, especially when no family members are present. The Council discusses the causes of this problem and proposed solutions. Then, the students decide on the appropriate action they would take if they faced this problem in the future.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage the students to participate actively and review the Discussion Manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her tasks.	<ul style="list-style-type: none"> • Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... • Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... • Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... • Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Identify the topic and purpose of the discussion. 2. Remind the students of the Discussion Manners and encourage the students to adhere to them. 	<ul style="list-style-type: none"> • Welcome to today's discussion session titled “What do we do when we lose our house key?” The goal is to think of solutions to the problem to identify the different actions that we can take when it happens. • During the session, I remind you to follow the four Discussion Manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.

Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> 1. Explain to the students what today's discussion is about and its purpose. 2. Ask the students about their own experiences and if they have encountered such a problem. 	<ul style="list-style-type: none"> • Welcome colleagues to today's discussion session. • Our topic is “What do we do when we lose our house key?” And we don't find any family members at home.
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			<ul style="list-style-type: none"> • Losing a house key can happen to any of us. It's likely happened before. We might return home to find no one there, and we don't have a key either. Who among you has experienced this? Who can tell us their story and what exactly happened?
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Analyzing Causes	Whiteboard Notetaker	Record the students' answers on the board.	
	Facilitator	<ol style="list-style-type: none"> 1. Ask the students about the reasons why they lose their house keys. 2. Ask the students why they do not find family members at home when they return from school. 3. Listen to the students without judgment. 	<ul style="list-style-type: none"> • Who can list the possible reasons for losing a house key? Why would we lose a key? Let's list the reasons one by one. • Who can tell me why we don't find our family members at home when we come home from school? • Teacher, do you have a comment?
	Teacher	Review the reasons given by the students and explain which reasons are really relevant to the problem and which are not, then exclude them.	

Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Restate the problem. 2. Ask the students what actions they could take if they encounter this situation in the future. 3. Encourage the students to build on others' opinions. For example: "What do you think of your colleague's idea? Do you agree with him?" 4. Encourage the students to ask for clarification or explanations if they are unsure of the opinions that others are presenting. Make sure everyone understands their classmates' opinions. 	<ul style="list-style-type: none"> • If we ever encounter this problem in the future "losing our house key and not being able to get in because no family members are home," what should we do? Where should we go? • And how should we spend the time waiting for our family to return home? • Teacher, what do you think about these solutions?
	Teacher	<ol style="list-style-type: none"> 1. Make sure that the solutions and ideas proposed are relevant to the problem and are practical and realistic so that all students can apply them in their daily lives. 2. Reformulate solutions and ideas if necessary. 	
	Whiteboard Notetaker	Record the solutions proposed by the students on the board.	

Making Individual Decisions	Facilitator	Now ask the students to choose the action they would take if the problem occurred to them in the future.	
	Whiteboard Notetaker	Draw Action Card on the board and fill it in as an example for the students.	
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Distribute Action Card to the students. 2. Explain to the students the importance of the Action Card and how to fill it out. Point to the example drawn on the board. 3. Walk around the class and make sure everyone fills out the Action Card correctly. 4. Have students keep the Action Card in their discussion book or post it on a wall in the classroom. 	The card you hold is called Action Card. Their purpose is to help us identify the most appropriate solution for us to implement on the ground when faced with the problem we discussed today.

Wrap-up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise students for following discussion manners and praise some of them by name. 2. Ask the students the questions on the Exit Card to end the session, and record your feedback. 3. Ask the teacher if they have any comments to share before the session ends. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "What do we do when we lose our house key?" • Now I will ask you the Exit Card questions, and I hope you will answer clearly.
	Teacher	<ol style="list-style-type: none"> 1. Share your remarks on the session in general. 2. Encourage the students to implement the procedures immediately when a problem occurs with them. 	
	Report Notetaker	<ol style="list-style-type: none"> 1. Write down the teacher's comments on the report. 2. Share the report with the teacher to write their remarks and save the report in a file. 	

Anger Management

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session themselves, they may do so and take on the roles assigned to the council.

Session Description: The Discussion Council discusses the topic of anger and its causes and discusses the proper ways to express and release anger.

Target Grades: Grade 5 to 10

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> Create a friendly environment by helping students stay calm, managing their behavior, and welcoming them. Encourage students to participate actively and review Discussion Manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her tasks.	<ul style="list-style-type: none"> Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> Identify the topic and purpose of the discussion. Remind students of Discussion Manners and encourage the students to adhere to them. 	<ul style="list-style-type: none"> Welcome to today's discussion session titled "Anger Management" The goal is to think of solutions to the problem to identify the different actions that we can take when we feel angry. During the session, I remind you to follow the four Discussion Manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.

Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> Explain to the students what today's discussion is about and its purpose. Ask the students about the notion of anger. Ask the students about their own experiences and if they have encountered such a problem. 	<ul style="list-style-type: none"> Welcome colleagues to today's discussion session. Our topic is "Anger Management." Who can tell me what anger is? Who can tell us what actions a person takes when he feels angry? Who among you has ever felt angry? Can you tell us what happened?
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	Teacher	<ol style="list-style-type: none"> 1. Help the students understand the notion of anger. 2. Help the students demonstrate ways to express anger. 	<ul style="list-style-type: none"> • Anger: An emotional state that takes a person out of his natural state. It may be accompanied by elevated blood pressure and an increased heart rate. • People express anger through different actions such as mocking, complete silence breaking, hitting, bad and foul language, screaming, fighting and so on.
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Analyzing Causes	Whiteboard Notetaker	Record the students' answers on the board.	
	Facilitator	<ol style="list-style-type: none"> 1. Ask the students about the reasons that make them feel angry. 2. Listen to the students without judgment. 	<ol style="list-style-type: none"> a. Who can list the reasons or situations that make us feel angry? b. Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> 1. Help the students identify the reasons for feeling angry. 2. Review the reasons given by the students and explain which reasons are really relevant to the problem and which are not, then exclude them. 	<p>Reasons for feeling angry:</p> <p>Being mistreated, feeling provoked, facing opposition in opinion, encountering obstacles that prevent achieving personal goals, or experiencing harm or injury.</p>

Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Restate the problem. 2. Ask the students what actions they could take if they encounter situations that provoke them and make them feel angry. 3. Encourage the students to build on others' opinions. For example: "What do you think of your colleague's idea? Do you agree with him?" 	<ul style="list-style-type: none"> • If we ever encounter this problem "anger" in the future, how can we deal with it? What can we do to manage anger and deal with this situation? • Teacher, what do you think about these solutions?
	Teacher	<ol style="list-style-type: none"> 1. Make sure that the solutions and ideas proposed are relevant to the problem and are practical and realistic so that all students can apply them in their daily lives. 2. Help the students reach appropriate solutions. 3. Reformulate the solutions and ideas if necessary. 	<ul style="list-style-type: none"> • Count ten before speaking or acting. • Do some exercise or go for a walk. • House cleaning. • Change location or sitting position. • Take a deep breath for a minute or more. • Ask for help from others.
	Whiteboard Notetaker	Record the solutions proposed by the students on the board.	

Making Individual Decisions	Facilitator	Now ask the students to choose the action they would take if the problem occurred to them in the future.	
	Whiteboard Notetaker	Draw the Action Card on the board and fill it in as an example for the students.	
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Distribute the Action Card to the students. 2. Explain to the students the importance of the Action Card and how to fill it out. Point to the example drawn on the board. 3. Walk around the class and make sure everyone fills out the Action Card correctly. 4. Ask the students to keep the Action Card in their discussion notebook or hang it on the board inside the classroom. 	The card you hold is called the Action Card. Its purpose is to help us identify the most appropriate solution for us to implement on the ground when faced with the problem we discussed today.

Wrap-up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise the students for following discussion manners and praise some of them by name. 2. Ask the students Exit Card questions to end the session and record your notes. 3. Ask the teacher if they have any comments to share before the session ends. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "Anger Management?" • Now I will ask you the Exit Card questions, and I hope you will answer clearly.
	Teacher	<ol style="list-style-type: none"> 1. Share your remarks on the session in general. 2. Encourage the students to implement the procedures immediately when a problem occurs with them. 	
	Report Notetaker	<ol style="list-style-type: none"> 1. Write down the teacher's comments on the report. 2. Share the report with the teacher to write their remarks and save the report in a file. 	

Organizing Prioritization

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session themselves, they may do so and take on the roles assigned to the council.

Session Description: The Discussion Council discusses how to identify and organize priorities.

Target Grades: Grade 5 to 10

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> Create a friendly environment by helping students stay calm, managing their behavior, and welcoming them. Encourage students to participate actively and review the Discussion Manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her tasks.	<ul style="list-style-type: none"> Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> Identify the topic and purpose of the discussion. Remind the students of the Discussion Manners and encourage the students to adhere to them. 	<ul style="list-style-type: none"> Welcome to today's discussion session titled "Organizing Prioritization." The goal of this session is to strengthen our time management skills by learning how to identify and set priorities to make better use of our time. During the session, I remind you to follow the four Discussion Manners: raising your hand politely to participate, listening to the speaker not interrupting students, and respecting all opinions.

Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> Explain to the students what today's discussion is about and its purpose. Ask the students about the meaning of "priority." Ask the students about the impact of having weak prioritization skills on a person, their reputation, and their effectiveness in completing tasks. 	<ul style="list-style-type: none"> Welcome colleagues to today's discussion session. Our topic is "Prioritization." The first and most important time management skill is the skill of setting and prioritizing, upon which the rest of the steps depend. The person who can achieve the best possible results in managing his time is the one who can differentiate between the meaning of what is important and what is not important, and what is urgent and what is not urgent. Who can tell me what the priority is?
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			<ul style="list-style-type: none"> What is the impact of poor prioritization skills on an individual? What is the impact on time? What is the impact on task completion?
	Teacher	<ol style="list-style-type: none"> Help the students define priority correctly. Help the students clarify the impact of the inability to determine priorities on individuals. 	<ul style="list-style-type: none"> Priority: something that is more important than other things and must be done or dealt with first. Inability to prioritize leads to: <ol style="list-style-type: none"> Delaying the completion of tasks on time. Negating to complete important tasks completely. Affecting the individual's mental state by increasing stress and pressure due to approaching deadlines. Decreased motivation and overall decline in performance at work or in personal life due to an inability to complete required tasks.

Analyzing Causes	Whiteboard Notetaker	Record the students' answers on the board.	
	Facilitator	<ol style="list-style-type: none"> Let the students discuss in groups or pairs for three minutes about the reason for the inability to prioritize. Ask the students to share the results of their discussion. 	<ul style="list-style-type: none"> Now, please take three minutes, in pairs or groups, to discuss the reasons for your inability to organize priorities, and write down these reasons. Are you done with the discussion? Let's hear from the first pair. Share one of the reasons with us. Very good, thank you. Now for the second pair, do you have a different reason, etc. Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> Help the students identify the reasons for their inability to prioritize. Review the reasons given by the students and explain which reasons are really relevant to the problem and which are not, then exclude them. 	<p>Reasons:</p> <ul style="list-style-type: none"> Inability to set clear goals. Too much to do and too little time. Lack of a clear plan for setting priorities and organizing time. Fear of making decisions and accepting responsibility for the results. Not caring about completing tasks. Working on more than one task at the same time. Not distinguishing between important and unimportant, urgent and non-urgent tasks.

Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Ask the students what solutions to overcome the problem of organizing priorities, especially when there are many tasks and little time. 2. Ask the teacher for help when needed. 	<ul style="list-style-type: none"> • If we have a lot of tasks and little time, how do we prioritize? • Or what actions should we take? • Or who does what for me is important? Can you give some examples? • What is unimportant? Who can give me some examples? • What is urgent? Who can give examples of things that are considered urgent? • What is not urgent? Who can give examples of things that are not urgent?
	Teacher	<ol style="list-style-type: none"> 1. Make sure the students understand the meanings of important, urgent, unimportant and non-urgent. Give examples of each. 2. Make sure that the solutions and ideas proposed are relevant to the problem and are practical and realistic so that all students can apply them in their daily lives. 3. Reformulate the solutions and ideas if necessary. 	<p>Concept to clarify:</p> <ol style="list-style-type: none"> a) Important Thing: There are tasks that, if ignored, could lead to serious consequences. Example: Visiting the dentist for an annual check-up. b) Urgent Thing: Tasks that require your immediate attention and must be completed as soon as possible. Example: Answering a ringing phone—if you don't pick up, the caller may hang up and you won't know the reason for the call. c) Non-Urgent Thing: These tasks need planning but are not urgent and more often related to long-term goals. Example: Visiting relatives. d) Unimportant Thing: These are tasks that can be postponed or even ignored, as they did add little value to achieving your goals. Example: Decorating the bedroom. <p>Proposed solutions for prioritizing tasks:</p> <ol style="list-style-type: none"> a) Set the deadlines and time limits. b) Create a list of tasks that need to be completed. c) Group similar tasks together. d) Distribute tasks over days or times. e) Determine what is actually important and what is not, urgent and non-urgent. <p>Take into account the effort required to complete the tasks.</p>
	Whiteboard Notetaker	<ol style="list-style-type: none"> 1. Write on the board the meaning of important and unimportant, urgent and non-urgent things. 2. Record the solutions proposed by the students. 	

Making Individual Decisions	Facilitator	Now, ask the students to write down the procedures they will implement to organize their priorities on the Action Card.	
	Whiteboard Notetaker	Draw the Action Card on the board and fill it in as an example for the students.	
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Distribute the Action Card to the students. 2. Explain to the students the importance of the Action Card and how to fill it out. Point to the example drawn on the board. 3. Walk around the class and make sure everyone fills out the Action Card correctly. 4. Ask students keep the Action Card in their discussion notebook or post it on a wall in the classroom. 	The card you hold is called the Action Card. Their purpose is to help us identify the most appropriate solution for us to implement on the ground when faced with the problem we discussed today.

Wrap-up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise students for following discussion manners and praise some of them by name. 2. Ask students the questions on the Exit Card to end the session and record your comments. 3. Ask the teacher if they have any comments to share before the session ends. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "Organizing Prioritization." • Now I will ask you the questions on the Exit Card, and I hope you will answer clearly.
	Teacher	<ol style="list-style-type: none"> 1. Share your remarks on the session in general. 2. Ask the students about the meanings of the following prophetic sayings (hadiths) and how they relate to today's discussion topic. "It is enough of a lie for a person to narrate everything he hears." "Whoever narrates a hadith from me, thinking it to be false, is one of the liars." 3. Encourage the students to consistently apply the procedures. 	
	Report Notetaker	<ol style="list-style-type: none"> 1. Write down the teacher's comments on the report. 2. Share the report with the teacher for remarks and save the report in a file. 	

Let's get things done!!

Categorize your next task list by the boxes you see below.

- | | |
|------------------------------------------------|----------------------------------------|
| 1- Clean the bedroom. | 8- Reading a useful book. |
| 2- Studying for exams. | 9-Play on the phone. |
| 3- Solving assignments. | 10-Attend a self-development workshop. |
| 4- Eating lunch. | 11-Practice a favorite hobby. |
| 5- Visiting my friend. | 12-Visit a sick relative. |
| 6- Going shopping. | 13-Greet guests. |
| 7- Watching a movie on TV. | 14-Watch TikTok videos. |
| 15-Make a plan to review lessons before exams. | 16-Arrange clothes in the closet. |

Important and non-urgent tasks

1

2

3

4

Important and urgent tasks

1

2

3

4

Unimportant and non-urgent tasks

1

2

3

4

Unimportant and urgent tasks

1

2

3

4



Rumors

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session themselves, they may do so and take on the roles assigned to the council.

Session Description: The Discussion Council discusses the causes of rumors with their classmates and the proposed measures to limit their spread. The students then fill out the Action Card, which is posted on the classroom wall to remind them of the steps they need to take to combat this phenomenon.

Target Grades: Grade 6 to 10

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions.

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> Create a friendly environment by Calm and control the students and welcome them. Encourage the students to participate actively and review the Discussion Manners together. 	
	Discussion council	<ol style="list-style-type: none"> The Discussion Council introduces itself individually and each member states his or her tasks. The Discussion Council introduces itself individually and each member states his or her tasks. 	<ul style="list-style-type: none"> Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> Identify the topic and purpose of the discussion. Remind the students of the Discussion Manners and encourage the students to adhere to them. 	<ul style="list-style-type: none"> Welcome to the discussion session titled "Rumors." The goal is to think about solutions to the problem to identify different actions we can take when we feel angry. During the session, I remind you to follow the four Discussion Manners: raising your hand politely to participate, listening to the speaker not interrupting students, and respecting all opinions.
Comprehending the topic	Facilitator	<ol style="list-style-type: none"> Ask the students about the concept of rumor. Ask the students about the dangers of spreading rumors. Ask the students about ways rumors spread. 	<ul style="list-style-type: none"> Welcome colleagues to today's discussion session. Our topic is "rumors." Who can tell me what the rumor is? Who can tell us about the dangers of spreading rumors? What are the ways rumors spread in societies?
	Teacher	Help the students answer the facilitator's questions.	<p>Rumor:</p> <p>A rumor is a piece of news or a group of false reports that spread rapidly within society and are circulated among the public, who believe them to be true. These pieces of news are always intriguing and arouse the curiosity of society and researchers. Rumors usually lack</p>

			<p>a reliable source that provides evidence of the accuracy of the information.</p> <p>Dangers of rumor spread:</p> <ul style="list-style-type: none"> • Draining society intellectually and exhausting contingency plans on both the individual and society levels. • Creating problems based on illusions and exaggeration, which negatively affects future expectations, whereas we should expect the best and prepare for the worst. • Causing psychological problems, targeting society, and attempting to blackmail it either by spreading absolute comfort or absolute danger. • Causing rifts among family members due to the proliferation of unrealistic choices. Whenever irrational options multiply, the correct choice is lost, and the chances of achieving it drop to dangerous levels. Rumors are considered a means of breaching the unity of a household and dissolving emotional bonds among relatives. Many homes have been destroyed and families broken apart because of rumors. <p>Ways to spread rumors:</p> <ul style="list-style-type: none"> • By word of mouth, i.e., transmitted through speech and conversation between people in gatherings, markets, on the street, in institutions, in cafes, etc. • Media, such as print, audio, and visual forms (e.g., newspapers, magazines, radio, TV channels). • Cartoons and animations. • Intercommunication via telephones by anonymous individuals. • Social networking sites, especially Facebook, Twitter, and Instagram.
Analyzing Causes	Whiteboard Notetaker	Record the students' answers on the board.	
	Facilitator	<ol style="list-style-type: none"> 1. Let the students discuss in groups or pairs for five minutes about the reasons for the spread of rumors. 2. Ask the students share the results of their discussion about the reasons for the spread of rumors. 	<ul style="list-style-type: none"> • Now, please take three minutes, in pairs (or groups), to discuss the reasons for spreading rumors, and write down these reasons. • Are you done with the discussion? Let's hear from the first pair. Share one of the reasons with us. Very good, thank you. Now for the second pair, do you have a different reason? ... etc. • Teacher, do you have a comment?

	Teacher	<ol style="list-style-type: none"> 1. Help the students find out why rumors spread. 2. Review the reasons given by the students and explain which reasons are really relevant to the problem and which are not, then exclude them. 	<p>Reasons for the spread of rumors:</p> <ul style="list-style-type: none"> • Ignorance and low education rate. • Psychological readiness (fear) of the unknown to accept rumors • Boasting under the pretext of being close to decision-making sources. • Weak personality and trying to fill the deficiency, not perfect it. • Concealing the facts by officials and the media. • Media and cultural isolation from other countries. • Lack of awareness among some citizens and the spread of illiteracy. • Unemployment and the poverty that accompanies it.
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Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Restate the problem. 2. Ask the students to have a quick discussion in pairs or groups to think about actions that can be taken to reduce the spread of this phenomenon. 	<ul style="list-style-type: none"> • If we encounter this problem “rumors” in the future, how can we deal with it? What can we do to limit the spread of this phenomenon? • What do you think, teacher, about these solutions?
	Teacher	<ol style="list-style-type: none"> 1. Make sure that the solutions and ideas proposed are relevant to the problem and are practical and realistic so that all students can apply them in their daily lives. 2. Reframe the solutions and ideas if necessary. 	<p>Guide them to the following:</p> <ol style="list-style-type: none"> a. Thinking critically and logically: Critical thinking is defined as a method of analyzing information objectively and independently, without being influenced by emotions and personal biases. This includes asking questions and carefully considering and analyzing evidence before drawing conclusions. Therefore, critical thinking, when hearing a rumor, helps identify false information and, consequently, make sound and correct decisions regarding it. For example, if a rumor appears regarding the existence of a new treatment for a disease, critical thinking involves asking questions about whether the information comes from a reliable source, such as a well-known medical website, a well-known health organization, an unknown source, or even an ordinary person on social media. It also includes examining whether there is evidence to support or refute the validity of this information, such as scientific studies and research. b. Verify information by returning to reliable sources: Rumors spread very quickly, and the digital age, which has facilitated access to the Internet and the use of social media, has contributed to the circulation of a lot of information and news faster than ever before. Most of this information is false rumors that

			<p>can conceal the facts and correct news, so it is necessary to always return to reliable sources, such as scientific and medical websites, and government agencies. If the rumor is related to a specific person, it is necessary to return to the person himself to verify the accuracy of the information circulated about him.</p> <p>c. Avoid spreading rumors and act responsibly and honestly: Most people usually fall into the trap of engaging in and spreading rumors, believing that this is a form of social engagement. However, being aware of the need to resist this desire is the first step to avoiding spreading any information without verifying its accuracy, whether in reality, on websites, or on social media.</p> <p>d. Asking for help and support: Many people feel lonely and suffering because of rumors about them, so it is very important to talk to friends and trusted people, and ask them for help to confront the negative effects of the rumor. You can also go to a responsible or authoritative person, such as a company manager or a school teacher, if the rumor was spread by people in the workplace. You can also resort to the law if the damage of the rumor is great, or it causes some kind of defamation on the Internet.</p> <p>e. Tolerance and not seeking revenge against rumor-mongers: The negative feelings of those exposed to a rumor may ignite a desire to take revenge on the rumor-mongers, whether by assaulting them or spreading negative rumors about them. These behaviors will only complicate and worsen the situation, so any vengeful behaviors must be abandoned and one must be content with defending oneself in the right ways. Although it may be difficult at times to tolerate rumors and their promoters, forgiveness primarily aims to free the rumor-victim from negative feelings. Practicing activities, such as yoga and breathing exercises, are ways to help achieve mental clarity that leads to forgiveness and tolerance.</p>
	Whiteboard Notetaker	Record the solutions proposed by the students on the board.	

Making individual decisions	Facilitator	Now ask the students to choose the action they would take if the problem occurred to them in the future.	
	Whiteboard Notetaker	Draw the Action Card on the board and fill it in as an example for the students.	
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Distribute the Action Card to the students. 2. Explain to the students the importance of the Action Card and how to fill it out. Point to the example drawn on the board. 3. Walk around the class and make sure everyone fills out the Action Card correctly. 4. Have students keep the work card in their discussion book or post it on a wall in the classroom. 	The card you hold is called Action Card. Its purpose is to help us identify the most appropriate solution for us to implement on the ground when faced with the problem we discussed today.
Wrap-up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise the students for following discussion manners and praise some of them by name. 2. Ask the students the questions of the Exit Card to end the session and record your feedback. 3. Ask the teacher if they have any comments to share before the session ends. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "Rumors." • Now I will ask you the questions of the Exit Card and I hope you will answer clearly.
	Teacher	<ol style="list-style-type: none"> 1. Share your remarks on the session in general. 2. Ask the students about the meaning of "Habit" and its relation to today's discussion topic. 3. Encourage the students to implement the procedures immediately when a problem occurs with them. 	<ul style="list-style-type: none"> • Hadith of the Messenger of God, may God bless him and grant him peace: It is enough of a lie for a person to narrate everything he hears. • Our Prophet, may God bless him and grant him peace, said: Whoever tells a hadith about me that is known to be a lie is one of the liars. • Encourage the students to always follow the procedures.
	Report Notetaker	<ol style="list-style-type: none"> 1. Write down the teacher's comments on the report. 2. Share the report with the teacher for remarks and save the report in a file. 	

One Opinion and Another

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session themselves, they may do so and take on the roles assigned to the council.

Session Description: The Discussion Council discusses the topic of disagreement in opinions, its causes and how to deal with it.

Target Grades: Grade 6 to 10

Discussion Manners: Don't interrupt the class, raise your hand politely to participate, listen to the speaker, respect all opinions.

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> Create a friendly environment by Calm and manage the students and welcome them. Encourage the students to participate actively and review the Discussion Manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her tasks.	<ul style="list-style-type: none"> Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> Identify the topic and purpose of the discussion. Remind the students of the Discussion Manners and encourage the students to adhere to them. 	<ul style="list-style-type: none"> Welcome to the discussion session titled "One Opinion and Another." The goal is to enhance our respect for other opinions and promote a culture of acceptance of others. During the session, I remind you to follow the four Discussion Manners: raising your hand politely to participate, listening to the speaker not interrupting students, and respecting all opinions.
Comprehending the topic	Facilitator	<ol style="list-style-type: none"> Show a story, video, or set of images that relate to the topic and help students get an idea of what the topic is about. Use the following QR code: <div data-bbox="669 1604 797 1730" data-label="Image"> </div> Ask the students about the meaning of others and the meaning of other opinion. Ask the students what the opposite words are to the meaning of accepting the other's opinion. Ask the students about the impact of not accepting and respecting 	<ul style="list-style-type: none"> I welcome colleagues to today's discussion session. Our topic is "One Opinion and Another". We are going to watch a short video that summarizes the issue we are going to discuss today. Let's watch it together. Who can identify the main issue and the reason for the disagreement between the two characters in the video? Well, in order to discuss the topic in detail, we need to define the meaning of the other and the other opinion. Who can tell me who the other is and what the other opinion is? What is the impact of not accepting other opinions on individuals and societies? Has anyone ever had an incident, whether on social media or otherwise, that

		<p>other opinions on individuals and societies.</p> <p>5. Ask the students if they have noticed that sometimes on social media sites, as soon as someone shares a different opinion on a friend's post, it becomes a heated discussion, and they may be surprised that others have deleted them from their friends' list.</p>	<p>demonstrates a lack of acceptance of other opinions? Can you tell us more?</p>
	Teacher	<p>Help the students answer the facilitator's questions.</p>	<ul style="list-style-type: none"> • The other is father, mother, brother, sister, friend, colleague, citizen, people in need, weak, guest, traveler, lover, oppressed, etc. • Other opinion: An opinion that is contrary to your main idea. • The culture of opinion and opposing opinions means that a person respects any idea that contradicts his basic idea, listens to it fully, and then discusses it objectively and impartially, in an atmosphere of calm and open-mindedness, without bias towards one's personal opinion and imposing it forcefully on the other party.

Analyzing Causes	White board note taker	Record the students' answers on the board.	
	Facilitator	<ol style="list-style-type: none"> 1. Ask the students about the causes of disagreement among people. 2. Ask the students whether respecting another opinion means accepting it. 3. Ask the students why people are not able to deal with and respect other opinions. 	<ul style="list-style-type: none"> • Why do people differ in their opinions and ideas? What is the reason for this diversity? • Does saying we respect another culture or another opinion mean we have to accept it? • Why do most people don't know how to deal with other opinions? • Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> 1. Help the students identify the reasons for the difference of opinion and support their answers with verses from the Qur'an. 2. Review the reasons given by the students and explain which reasons are really relevant to the problem and which are not, then exclude them. 	<ul style="list-style-type: none"> • Human beings differ from their fellow humans in color, race, religion and thoughts, a difference that adds diversity to our lives, broadens our horizons of knowledge, and motivates us to think in new ways and look at things from a different perspective. We can say that difference is one of the signs of God Almighty, as we see that people differ in their languages, colors, morals and understanding, as evidenced by the words of Almighty God: <i>"Among His signs is the creation of the heavens and the earth, and the difference of your tongues and colors, for in this are signs for those who know."</i> • Accepting the culture of another does not necessarily mean that you are convinced

			<p>by it, but rather that you recognize the existence of this culture and the difference with it, provided that this culture is not based on the idea that your culture [your identity, your existence, your language, your religion, your land] will disappear or be replaced. However, the opinion of the oppressor, or the opinion of the occupier, should not be respected. As soon as you allow their opinion to infiltrate, you begin to justify the occupation, justify injustice, and fall into the defeat of reason, and thus the defeat of logic in your concept.</p> <ul style="list-style-type: none"> Causes: <ol style="list-style-type: none"> Generalization that blinds people to the fairness of others Prejudging things Ignorance Intolerance Lack of self-confidence Emotion that overshadows reason and logic Taking things personally
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Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> Ask the students about possible solutions to overcome the issue of not accepting other opinions. Ask the teacher for help when needed. 	<ul style="list-style-type: none"> What solutions do you suggest to enhance our skills in respecting other opinions? Or what actions can we take in the future when we hear a different or opposing opinion?
	Teacher	<ol style="list-style-type: none"> Make sure that the solutions and ideas proposed are relevant to the issue and are practical and realistic. All students can apply them in their daily lives. Help students identify the solutions so that they are clear actions and not general conceptual slogans. Suggestions should be logical, realistic, and implementable by all students in the class. Reframe the solutions and ideas if necessary. 	<ul style="list-style-type: none"> Suggested solutions for accepting the other person's opinion: <ol style="list-style-type: none"> Mastering the skill of mindful listening, which is not just superficial listening, but includes paying attention to the words, feelings and meanings behind them. Practice intellectual modesty: It is recognizing the possibility that our beliefs and opinions may be subject to error or development. Practicing diplomat behavior, building on the opinions of others, such as: I agree with your opinion, but..., and then put forward your own opinion, this method will build a cord of affection and mutual respect between the two parties to the discussion. Before passing judgment on the opinions of others, understand the contexts and backgrounds that led them to adopt those opinions. You can ask the person some questions, such as: That's interesting. But why do you think that way? Silence: In case the other opinion is contrary and far from personal opinion or principles, silence in this case does

			not mean accepting the ideas put forward, but it is a shortcut to evil.
	Whiteboard Notetaker	Record the solutions proposed by the students on the board.	

Making Individual Decisions	Facilitator	Now ask students to write down the actions they will implement to promote a culture of respect for other opinions and views.	
	Whiteboard Notetaker	Draw the Action Card on the board and fill it in as an example for the students.	
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Distribute the Action Card to the students. 2. Explain to the students the importance of the Action Card and how to fill it out. Point to the example drawn on the board. 3. Walk around the class and make sure everyone fills out the action card correctly. 4. Have students keep the Action Card in their discussion book or post it on a wall in the classroom. 	The cards you are holding are called Action Card. Their purpose is to help us identify the actions we need to take to help us solve the problem we are discussing today: promoting a culture of respect for one opinion and another.

Wrap-up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise students for following discussion manners and praise some of them by name. 2. Ask students Exit Card questions to end the session and record your feedback. 3. Ask the teacher if he or she has any comments to share before the session ends. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session entitled (One Opinion and Another). • Now I will ask you the Exit Card questions and I hope you will answer clearly.
	Teacher	<ol style="list-style-type: none"> 1. Share your remarks on the session in general. 2. Ask the students about the meanings of certain sayings and their relevance to the problem. 3. Assign a student to write some verses or sayings on posters and post them in the classroom or school corridors. 4. Encourage the students to consistently implement the procedures. 	<ul style="list-style-type: none"> • God Almighty said, "And among His signs is the creation of the heavens and the earth and the diversity of your languages and colors. Indeed, in that are signs for those of knowledge." • "My opinion is correct but may be wrong, and your opinion is wrong but may be correct." • "A difference of opinion does not spoil a friendship." • The poem "One Opinion and Another" by Saleh Al-Hawari. <i>"What if we argue... not quarrel or fight? Wisdom only matures... through opinion and counter-opinion."</i>
	Report Notetaker	<ol style="list-style-type: none"> 1. Write down the teacher's comments on the report. 2. Share the report with the teacher for remarks and save the report in a file. 	

Workpaper

You can print the sheet and use it to stimulate students' thinking about the discussion topic.



Worksheet: Understanding and Respecting Other Opinions

Student Name: _____ Date: _____ Grade/Class: _____

Purpose: This activity aims to help students develop the ability to listen to, understand, and respect diverse viewpoints, and promote critical thinking and constructive discussion.

Part 1: Understanding Differences

Think about a topic where opinions often differ (e.g., Is technology helpful or harmful?). Write one argument in favor and one against.

→ Argument for: _____

→ Argument against: _____

Part 2: Empathy and Respect in Discussion

Here is a disagreement between two students:

Student A: "I think group projects are the best way to learn."

Student B: "I prefer working alone because I focus better."

Write a response that considers both perspectives and helps each student better understand the other's point of view.

Part 3: Applying Open-Mindedness

Think of a situation where someone disagreed with you. How did you react? What would you do differently if the same situation happened again in the future?

Bullying in All Its Types

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session themselves, they may do so and take on the roles assigned to the council.
- The teacher can divide the topic of the session into several sessions, with each session discussing one type of bullying in turn.

Session Description: The Discussion Council discusses the topic of bullying, its causes, what are the measures to curb this phenomenon, and how to deal with the various manifestations of bullying.

Target Grades: Grade 7 to 10

Discussion Manners: Don't interrupt the class, raise your hand politely to participate, listen to the speaker, respect all opinions.

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> 1. Create a friendly environment by calm and manage the students and welcome them. 2. Encourage the students to participate actively and review the Discussion Manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her tasks.	<ul style="list-style-type: none"> • Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... • Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... • Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... • Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Identify the topic and purpose of the discussion. 2. Remind the students of the Discussion Manners and encourage the students to adhere to them. 	<ul style="list-style-type: none"> • Welcome to a discussion session titled "Bullying." The goal is to think about solutions to take individual action to deal with real-life situations related to bullying that can be found in the school environment or outside of it. • During the session, I remind you to follow the four discussion manners: raising your hand politely to participate, listening to the speaker not interrupting students, and respecting all opinions.
Comprehending the Topic	Facilitator Assistant	<ol style="list-style-type: none"> 1. Distribute the students to sit in groups. 2. Distribute the different situation cards to the groups of students. 	
	Facilitator	<ol style="list-style-type: none"> 1. Ask each group to think about the bullying situations cards they have and how to deal with them. 2. Ask the students about their own experiences and whether they have experienced such situations in their lives. 3. Ask the students about the types of bullying and the differences between them. 	<ul style="list-style-type: none"> • I welcome colleagues to today's discussion session. • Our topic is "Bullying." • First, let's look at the situation cards that have been distributed to the groups. What do you think about these situations? What do they represent? • How would you characterize these behaviors from students?

		4. Ask the students to try to categorize the situation cards according to the four types of bullying.	<ul style="list-style-type: none"> Do you find these or similar behaviors to be frequent? Have any of you experienced such situations? Describe the situation and how you dealt with it? Who can tell me what bullying is in general? What are the types of bullying? Who can categorize this situation according to its type: verbal, physical, social, cyber bullying and why?
	Teacher	<ol style="list-style-type: none"> Help the students define what bullying is. Encourage the students to share their experiences and situations with bullying both inside and outside of school. Help the students distinguish between different types of bullying such as, social, verbal, physical, and cyber. Help the students categorize the situation cards according to the four types of bullying. 	<ul style="list-style-type: none"> Bullying is: A form of violence carried out by an individual or a group against another individual, deliberately and repeatedly causing harm or disturbance. Bullying can take many forms, such as spreading rumors, making threats, physically or verbally attacking the victim, isolating someone with the intent to harm, or other inappropriate actions and behaviors that occur repeatedly. Verbal bullying: It is insulting others, calling them names, making fun of them, terrorizing them, and intimidating them with words. Physical bullying: Behavior that involves physically abusing someone through a range of actions such as hitting, pushing, spitting, tripping, slapping, stealing, and destroying, which may cause physical pain. Social bullying: It is harming someone indirectly by threatening to spread rumors about them or refusing to communicate with them, as well as bullying others who deal with them or get to know them. Cyberbullying: It is a deliberate act by an individual or a group of individuals to harm others, whether online or on social media.

Analyzing Causes	Whiteboard Notetaker	<ol style="list-style-type: none"> Record the types of bullying and define them on the board. Record the reasons for bullying on the board. 	
	Facilitator	<ol style="list-style-type: none"> Ask the students about the reasons why students bully others. Listen to the students without judgment. 	<ul style="list-style-type: none"> Who can tell me the reasons why people bully others? Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> Help the students find the causes of bullying. Review the reasons given by the students and explain to them which reasons are really relevant and which are not and then exclude them. 	<p>Causes of bullying:</p> <p>a) Showing power: Teenagers resort to bullying their peers, especially those who are weaker and younger than them, in order to show their power and draw attention to themselves. This can be seen especially among students and strong</p>

			<p>athletes who bully others in order to dominate and undermine their rivals.</p> <p>b) Popularity: Bullying is often motivated by social interest. Students who are less popular than others will bully and ostracize others in order to diminish the social status of the other party and gain attention and popularity.</p> <p>c) Seeking revenge: As mentioned earlier, we need to realize that the bully is also a victim. Students who have been bullied in the past will bully others in order to get relief and revenge for the harassment they have experienced. These students are often referred to as victims of bullying.</p> <p>d) Family issues: Lack of tolerance and trust and exposure to violence and pressure from older siblings or parents will create a sense of helplessness, leading them to bully others in order to feel a sense of power and control that is lacking in their own lives.</p> <p>e) Fun: Some students suffer from a sense of boredom and emptiness in their lives and lack the attention of their parents, which is the main motivation for them to bully the weaker ones in order to add some excitement and fun to their lives. As a result, hurting the feelings of others becomes a normal behavior for them.</p> <p>f) Prejudice: Prejudice is one of the main roots of bullying that appears openly, and it does not differ between young and old bullies, in both cases, the bully mocks the opinions and behavior of others simply because he sees the other person as different from him.</p> <p>g) Bully pressure! Being bullied is a terrible thing that can leave you feeling vulnerable and confused. As a result, some students tend to avoid this feeling by joining a group of bullies and sharing their bullying, in order to gain strength from the support of the group members and to avoid being the target of bullying.</p>
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Suggesting Solutions	Facilitator	<ol style="list-style-type: none"> 1. Ask the students what actions they can take if they experience or see a manifestation of verbal bullying. 2. Ask the students what they would do if they experienced or witnessed a manifestation of social bullying. 	<ul style="list-style-type: none"> • If we are faced with a situation of verbal bullying, how can we deal with it? What are the things we can do in order to deal with this situation or to stop this behavior? • What do you think, teacher, about these solutions? • If we experience social bullying, how can we deal with it? What are the things we can do to deal with it? What are the things we
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		<p>3. Ask the students what they would do if they experienced or witnessed physical bullying.</p> <p>4. Ask the students what they would do if they experienced or witnessed a form of cyberbullying.</p> <p>5. Encourage the students to build on the opinions of others. For example: "What do you think of your classmate ____'s idea? Do you agree with ____?"</p>	<p>can do to deal with it or to stop the behavior?</p> <ul style="list-style-type: none"> • What do you think about these solutions? • If we experience physical bullying, how can we deal with it? What are the things we can do to deal with it? What are the things we can do to deal with it? • What do you think about these solutions? • If we experience cyberbullying, how can we deal with it? What are some things we can do to deal with it? What are some things we can do to stop the behavior? • What do you think about these solutions?
	Teacher	<p>1. Make sure that the solutions and ideas proposed are relevant to the issue and are practical and realistic that all students can apply them in their daily lives.</p> <p>2. Reframe the solutions and ideas if necessary.</p>	<p>Examples of solutions to minimize verbal bullying:</p> <ol style="list-style-type: none"> Imagine how the other person feels before saying mean or hurtful words. Calling students by names and adjectives they like. Look for positive qualities in others (generosity, kindness, politeness, etc.). <p>Examples of solutions to minimize physical bullying:</p> <ol style="list-style-type: none"> Deepen social relationships with classmates by finding common interests. Offering words of praise to classmates when they deserve it. Participate in group activities such as joining different committees or clubs or participating in time-out games with students. <p>Examples of solutions to minimize the phenomenon of social bullying</p> <ol style="list-style-type: none"> Don't believe any rumors about anyone without checking first. Deepen relationships with classmates by finding common points and interests. Be careful not to exclude anyone from any activity and leave them alone, even if it's a short conversation. <p>Examples of solutions to minimize cyberbullying:</p> <ol style="list-style-type: none"> Hide email and phone number. Removing geo-locations from photos taken with the phone. Not interacting with the bully by reposting, liking or commenting on their comments or posts. Block the bully's account. Contact an adult, such as parent, teacher, social worker.
	Whiteboard Notetaker	Record the solutions proposed by the students on the board.	

Making Individual Decisions	Facilitator	Now ask the students to choose what action they would take if the issue happened to them in the future.	
	Whiteboard Notetaker	Draw the Action Card on the board and fill it in as an example for the students.	
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Distribute the Action Card to the students. 2. Explain to the students the importance of the action card and how to fill it out. Point to the example drawn on the board. 3. Walk around the class and make sure everyone fills out the Action Card correctly. 4. Ask students to keep the Action Card in their discussion book or post it on a wall in the classroom. (Anti-bullying campaign board) 	The card you hold are called the Action Card. Their purpose is to help us identify the most appropriate solution for us to implement on the ground when faced with the problem we discussed today.

Wrap-up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise students for following discussion manners and praise some of them by name. 2. Ask students the questions of the Exit Card to end the session and record your feedback. 3. Ask the teacher if he or she has any comments to share before the session ends. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "Bullying." • Now I will ask you the questions on the Exit Card, and I hope you will answer clearly.
	Teacher	<ol style="list-style-type: none"> 1. Share your remarks on the session in general. 2. Ask the students about the meanings of the corresponding hadiths and how they relate to bullying. 3. Encourage the students to implement the procedures immediately. 	<ul style="list-style-type: none"> • Who can explain to us the meaning of the Prophet Muhammad's hadith, "A Muslim is the person who all Muslims are safe around him from his tongue and hand"? • How does this hadith relate to today's discussion? • What do you think about this hadith and how it relates to today's session? The Prophet (peace be upon him) said: "Whoever believes in Allah and the Last Day, say something good or keep silent." • What do you think about this hadith? "A servant of God may speak a word that is pleasing to Allah, without giving it much thought, and Allah will elevate him by degrees. And a servant of God who speaks a word from the displeasure of Allah, without paying attention to it, will plunge into hell." <p>Who can explain it to us?</p>
	Report Notetaker	<ol style="list-style-type: none"> 1. Write down the teacher's comments on the report. 2. Share the report with the teacher for remarks and save the report in a file. 	

Situation Card**What will you do if!**

You were in the corridor waiting for your teacher when you saw your classmate rushing into the classroom...

Suddenly, your classmate bumped into a student from another class...

Instead of apologizing, your classmate began hurling insults and obscene language.

What will you do if!

You saw a junior student playing skipping rope in the schoolyard during break...

Then a senior student came and took the rope from him without asking. The senior student started playing...

After the game was over, the senior student didn't return the rope to its owner, even though the junior student repeatedly asked for it.

What will you do if!

You find a classmate dragging your colleague to a corner of the room...

And then forcing him to apologize and threatening to wait for him after school to beat him up.

What will you do if!

You find two of your colleagues making mean comments to a third colleague...

And your third colleague is unable to respond to them or even stop them.

What will you do if!

A classmate invites all the students in his class to his birthday party at his house except for one student.

What will you do if!

You find your classmates sharing funny photos of a classmate on Facebook and WhatsApp, and exchanging sarcastic comments on them.

What will you do if!

The teacher assigned you to a group of students to prepare a presentation for the lesson...

And then this group discussed, prepared the presentation and delivered it to the teacher without telling you or involving you in the process at all.

What will you do if!

You learned that one of your classmates was constantly receiving abusive messages and obscene words on his phone from an unknown person.

What will you do if!

Your best friend is gradually distancing himself from you...

And whenever you try to talk to him, he pretends he doesn't see or hear you.

Activity photos



My Slogan

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session themselves, they may do so and take on the roles assigned to the Council.
- If the teacher wants to apply this session with younger students, they should simplify the concepts and slogans, such as “I am generous,” “I am cooperative,” etc.

Session Description: The Discussion Council discusses the choice of a slogan for each person according to the values and principles they value in their lives, and then each student determines the action they will take to make the slogan a reality. Students can also decorate their own slogans and wear them every day with their school uniform.

Target Grades: Grade 5 to 10

Discussion Manners: Don't interrupt the class, raise your hand politely to participate, listen to the speaker, respect all opinions.

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> 1. Create a friendly environment by Calm and manage the students and welcome them. 2. Encourage students to participate actively and review the Discussion Manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her tasks.	<ul style="list-style-type: none"> • Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... • Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... • Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... • Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Identify the topic and purpose of the discussion. 2. Remind students of the Discussion Manners and encourage the students to adhere to them. 	<ul style="list-style-type: none"> • Welcome to a discussion session titled “My Slogan.” The goal is to let each person defines a slogan for their life and thinks about the actions they need to take to embodiment that slogan. • During the session, I remind you to follow the four Discussion Manners: raising your hand politely to participate, listening to the speaker not interrupting students, and respecting all opinions.
Comprehending the Topic	Facilitator Assistant	Distribute a set of slogans to students.	
	Facilitator	<ol style="list-style-type: none"> 1. Ask each group to look at the slogans they have been given. 2. Ask the students what the slogans mean. 	<ul style="list-style-type: none"> • I welcome colleagues to today's discussion session. • Our topic is “My Slogan.”

		3. Ask the students about the meaning of the slogan.	<ul style="list-style-type: none"> First, let's look at the slogans that have been distributed to you. What do you think of these slogans? Who can explain the meaning of the first slogan? And the second slogan... etc. Who can tell me the meaning of the slogan and what it means?
	Teacher	Help the students clarify what the slogan means.	<p>Slogan: A short, catchy phrase that helps people remember something important. Companies, teams, and even individuals can use it to share a message. An example of a slogan is "Honesty is my survival." Here, the slogan expresses a person's mission in life or goal in life, which is to follow honesty to survive difficulties or troubles.</p>

Analyzing Causes	Whiteboard Notetaker	Record the students' answers on the board.	
	Facilitator	<ol style="list-style-type: none"> Ask the students what makes these slogans special. Listen to the students without judgment. Ask the students why it is important for each of them to have their own slogan. 	<ul style="list-style-type: none"> Do you like these slogans? Why do you like them - because they're short, because they're like a scout slogan, or because they're easy to remember? Who can tell us why the slogans are special? Why is it important for people to have a slogan in life? How does having a slogan affect the course of your life? Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> Help the students identify what makes these logos special. Review the reasons given by the students and explain to them which reasons are really relevant to the issue, and which are not and then exclude them. 	<p>Why are slogans special?</p> <ol style="list-style-type: none"> They are easy to remember, like a song or rhyme. They tell a story in a few words. They make people feel something - excited, happy, or inspired. <p>Creating a personal slogan for life is extremely beneficial for individuals and here's why:</p> <ol style="list-style-type: none"> It encourages self-discovery: It helps people reflect on their values, dreams, and strengths, and gives them a sense of identity and purpose. Boosts confidence and motivation: A personal slogan is a daily reminder of their goals, encouraging them to be optimistic and face challenges. Promotes decision-making: It helps them make choices that align with their

			<p>values and serves as a guiding principle in difficult situations.</p> <p>d) Promotes creativity and expression: Allows students to play with words and ideas and encourages them to think deeply about what matters to them.</p> <p>e) Develops a growth mindset: It fosters the idea that they can shape their own future, and encourages resilience and adaptability.</p> <p>f) Creates a sense of ownership: Their slogan is unique, which makes them feel empowered and helps them take responsibility for their actions and aspirations.</p>
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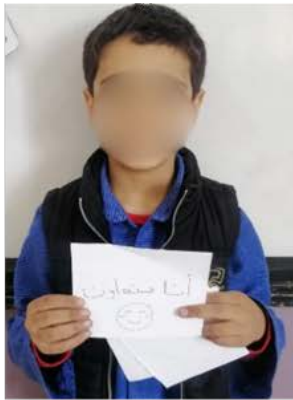
Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Ask students what steps they need to follow to create their own slogan. 2. Ask the students what points or words they would prefer not to include in the slogan. 	<ul style="list-style-type: none"> • What are the steps we need to take in order to define our own slogan? • Can an individual define their own slogan without it truly reflecting the individual themselves, their interests, and their values in life? • When deciding on a slogan, do you prefer a long, boring slogan or a short, catchy one? • What do you think about using positive and motivating words when defining a slogan? Who agrees with me? • What points should we not include in the slogan? • What do you think Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> 1. Help the students come up with the steps needed to define their own slogan. 2. Make sure that the steps suggested are relevant, practical and realistic steps that all students can apply in their daily lives. 3. Rephrase the steps if necessary. 	<p>Steps to create a customized slogan for each student:</p> <ol style="list-style-type: none"> 1. Explore values and interests: Students should ask themselves what they like to do (e.g., drawing, exploring, helping others). 2. Determine what they want to be known for: For example, if a student is adventurous, their slogan could be "Explore more, dream big!" 3. Keep it short and catchy: A good slogan is simple, memorable, and inspiring. It is preferable to use rhyming words, sentences, or strong action verbs. Such as "Kindness first!" or "Create, play, shine!" 4. Use positive and motivating words: Words that make students feel strong, happy, or excited. "Brave hearts, bright futures!"

			5. Personalize the slogan: The slogan should reflect who they are or what they aspire to become. For example, if they like to help others, they might say "Helping Hands, Happy Hearts!"
	Whiteboard Notetaker	Record the steps for defining one's own slogan on the board.	

Making Individual Decisions	Facilitator	<ol style="list-style-type: none"> 1. Now ask the students to take five minutes to think of an initial slogan. 2. Ask the students to think about what action they will take to make this slogan a reality rather than just a slogan on paper. 3. Announce a contest for the best slogan and have the class vote for the best slogan. 	<ul style="list-style-type: none"> • Now let each of you think of your own slogan and write it on your Action Card. • Now that you have decided on your slogan, decide what action you will take to fulfill it. • You can write more than one action. • Let's listen to your slogans and then vote for the best slogan, what do you think?
	Whiteboard Notetaker	Draw the Action Card on the board and fill it in as an example for the students.	
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Distribute the Action Card to the students. 2. Explain to the students the importance of the action card and how to fill it out. Point to the example drawn on the board. 3. Go around the room and make sure that everyone is filling out the action card correctly. Emphasize the need to write the slogan and then the action they will take to achieve the slogan. 4. Ask the students to keep the Action Card in their discussion notebook or hang it on a wall in the classroom. 	The card in your hands is called Action Card. Its purpose is to help us determine the most appropriate action for us to implement and thus fulfill our slogans in a real and genuine way.
	Teacher	<ol style="list-style-type: none"> 3. Give the students the opportunity to express their chosen slogans and to outline the actions they will take. 4. Help the students rewrite some of the slogans to make them more appealing or appropriate. 5. Help the students determine the appropriate action for each slogan. 	<p>Examples of catchy slogans include:</p> <ul style="list-style-type: none"> • Freedom first and always. • Honesty is my weapon. • Caring is love. • My heart is my mold. • I do good, day and night. • I participate; therefore, I exist. • Together we cooperate, together we succeed. • Through hard work, I reach my goals.

Wrap-up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise the students for following discussion manners and praise some of them by name. 2. Ask the students the Exit Card questions to end the session and record your remarks. 3. Ask the teacher if he or she has any comments to share before the session ends. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session, which was titled "My Slogan". • I will now ask you Exit Card questions and ask you to answer them clearly.
	Teacher	<ol style="list-style-type: none"> 1. Share your comments on the session in general. 2. Share your tips for students in terms of taking action to embody their own slogans, such as "Live by your slogan." 3. Encourage the students to use their motto daily—by writing it in their notebooks, repeating it out loud, or even turning it into a song! From now on, you can also have them write their motto on worksheets, exams, or any assignments they submit. 	
	Report Notetaker	<ol style="list-style-type: none"> 1. Write down the teacher's remarks on the report. 2. Share the report with the teacher for remarks and save the report in a file. 	

Activity Photos

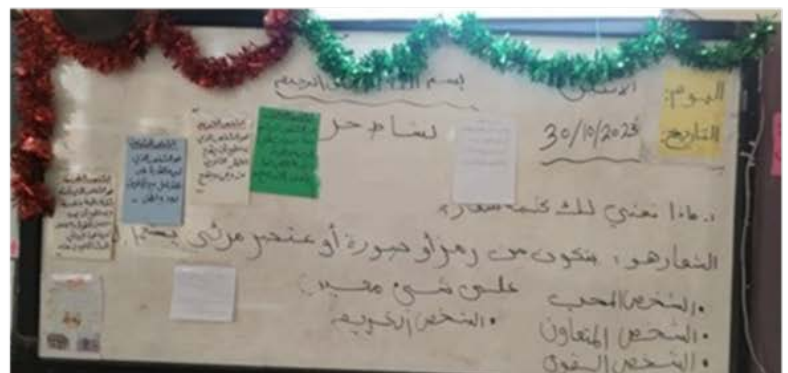


الشخص القوي
هو الشخص الذي يتمتع
بثقة عالية بنفسه
ويستطيع أن يجد
مكامن القوة والضعف
لديه كما لا يبالي
بتحدث الآخرون عنه

الشخص المحب
هو الشخص الذي يتمتع
بعدة صفات مثل:
الرحمة والمودة
وطيبة القلب كما
يتسم بالتسامح...

الشخص المتعاون
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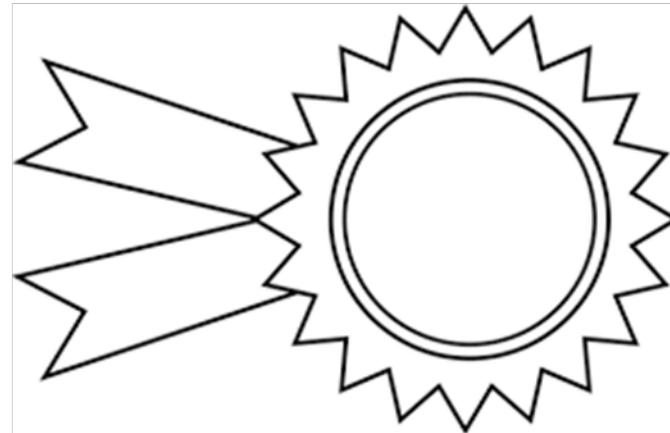
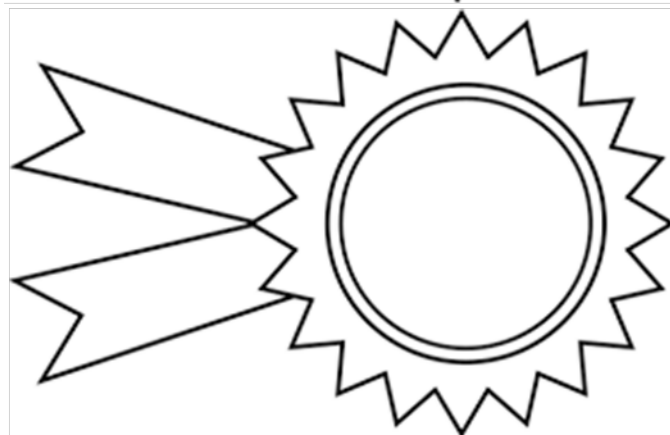
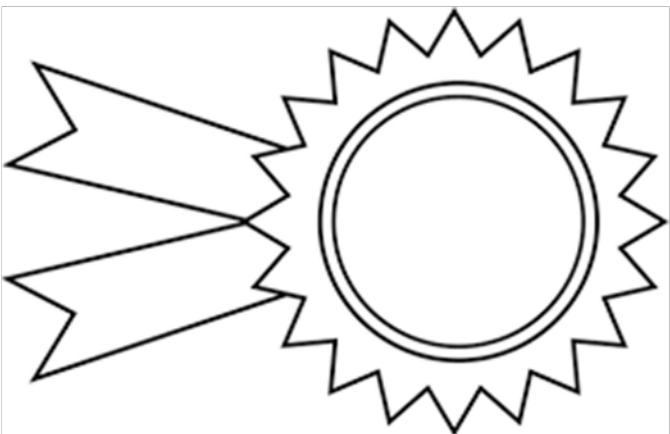
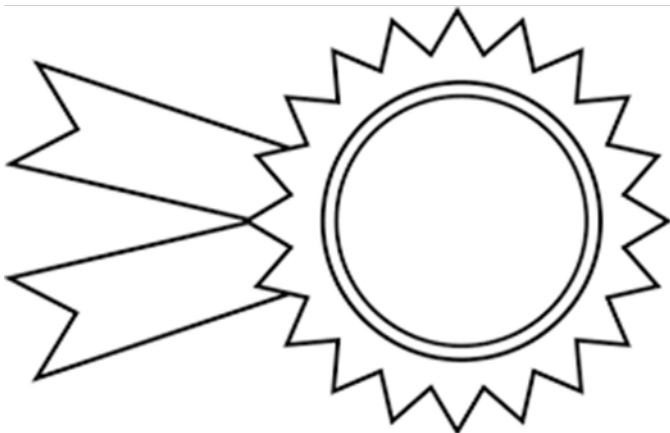
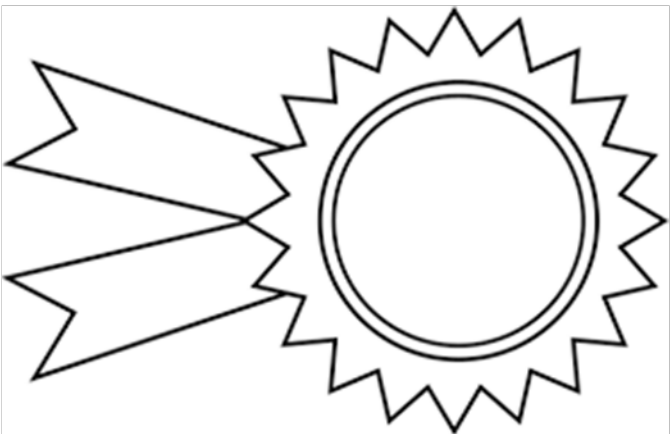
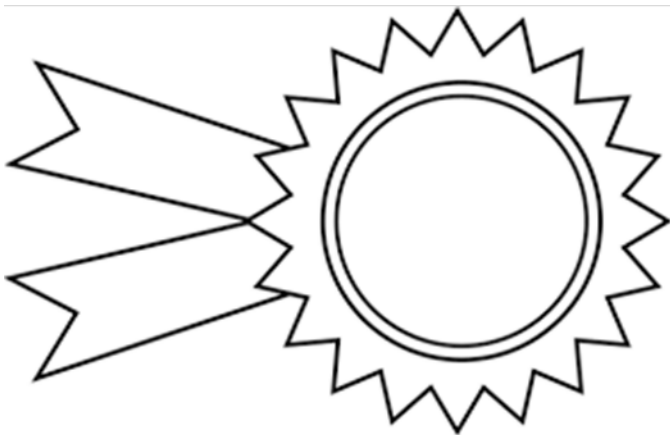
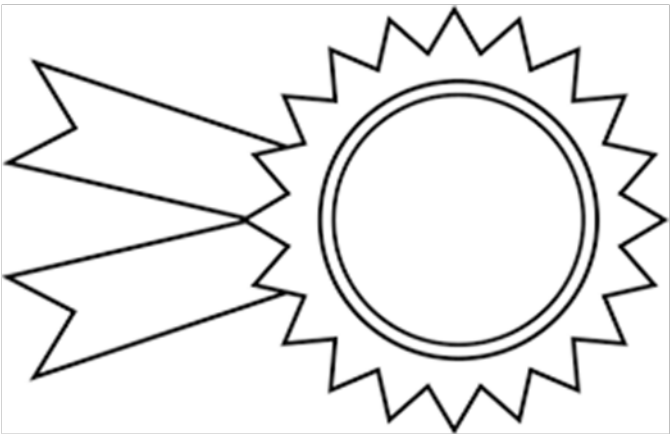
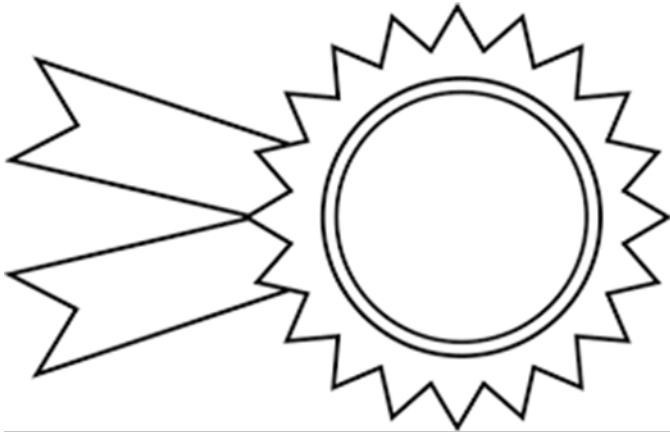
الشخص الكريم
هو الشخص الذي
يستطيع أن يقدم
الكثير للآخرين
عن وعي ونفج ...



Work Paper

You can print these cards and hang them on students' chests. Choose the slogan that best suits each student. You can also have students write their own slogans on them and then wear them.





My Ramadan Targets

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session themselves, they may do so and take on the roles assigned to the Council.

Session Description: The Discussion Council discusses the importance of using the holy month to achieve faith and religious goals. The class suggests several actions that can be done during Ramadan and categorizes them into goals and actions related to home, school, family, and study. Students then fill out a worksheet or the Action Card to remember these actions and goals.

Target Grades: Grade 5 to 10

Discussion Manners: Don't interrupt the class, raise your hand politely to participate, listen to the speaker, respect all opinions.

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> Create a friendly environment by Calm and manage the students and welcome them. Encourage students to participate actively and review discussion manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her tasks.	<ul style="list-style-type: none"> Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> Identify the topic and purpose of the discussion. Remind students of the Discussion Manners and encourage the students to adhere to them. 	<ul style="list-style-type: none"> Welcome to a discussion session titled "My Ramadan targets." The goal is for each person to think of measures to utilize the month of Ramadan and earn rewards with good deeds, whether from studying, helping others, or other good deeds. During the session, I remind you to follow the four Discussion Manners: raising your hand politely to participate, listening to the speaker not interrupting students, and respecting all opinions.
Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> Explain the purpose of this session in more detail. Ask students about their routine on the day of Ramadan. 	<ul style="list-style-type: none"> For the previous Ramadan months, who can tell us about their Ramadan routine? What did you do from suhoor to iftar? Do you think we can make more use of Ramadan this year to enhance our various skills? Let's think about it together. Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> Help students understand the importance of using the holy month of Ramadan to earn reward in different ways. Explain to students the importance of setting Ramadan 	<ul style="list-style-type: none"> Ramadan is just around the corner, and you want to make the most of it. Now is the perfect time to nurture your body and soul, and to work on your faith and religious goals.

		<p>goals before entering the holy month.</p> <p>3. Explain to students the relationship between intention and planning.</p>	<ul style="list-style-type: none"> You will need to be very disciplined about fasting, praying, and controlling your daily habits during this favorite month. It's a good idea to prepare physically and spiritually for the holy month of Ramadan. Set yourself goals and intentions to achieve personal growth and make the most of this ideal time of year. Planning and making arrangements for things are some of the steps of taking reasons to achieve what you want, and for that you will be rewarded. Also, a good intention can turn a permissible action into an act of kindness and obedience for which one will be rewarded as well as for preparing for it.
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Analyzing Causes	Whiteboard Notetaker	Record the students' answers on the board.	
	Facilitator	<ol style="list-style-type: none"> Ask the students about the reasons why some people feel lazy, lethargic, and unable to accomplish the tasks required of them during the month of Ramadan. Listen to the students without judgment. Ask the students to mention some stories, situations, or examples that are manifestations of laziness and lethargy during Ramadan. 	<ul style="list-style-type: none"> One of the most common phenomena during the month of Ramadan: Laziness, lethargy, and the inability of people to do the tasks they used to do before Ramadan. What do you think are the reasons behind this? Is the change in lifestyle the only reason or are there other reasons? Why do people feel tired and fatigued during this holy month? Is it only because of the time of eating, or are there other actions and behaviors that also contribute to feeling tired? Why do we find people full of energy and vigor when Eid is approaching? Why weren't they energetic before? Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> Help the students identify the reasons why people feel lazy, lethargic, and tired during the Holy Month of Ramadan. Help the students identify the reasons behind their inability to accomplish the tasks they were doing normally before Ramadan. Review the reasons given by the students and explain to them which reasons are really relevant, and which are not and then exclude them. 	<p>Causes:</p> <ul style="list-style-type: none"> Failure to plan and organize your time. Lack of focus on tasks, which can lead to significant time wastage and failure to accomplish desired goals.

Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> Ask the students about suggested actions and solutions that they should follow so that they can make the best use of the month of Ramadan. 	<ul style="list-style-type: none"> What are the suggested solutions and actions we should take to take advantage of Ramadan? What are the actions that we can take to earn reward and praise?
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		2. Ask the students several questions to help them suggest different solutions.	<ul style="list-style-type: none"> • Are we rewarded for doing our homework and studying for exams? • Is helping our mother at home with household chores also rewarded? • What do you think, teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> 1. Help the students come up with solutions and procedures to utilize the holy month of Ramadan to earn rewards. 2. Make sure that the students' suggested answers are relevant, practical, and realistic that all students can apply during the Holy Month of Ramadan. 3. Paraphrase the solutions and actions if necessary. 	<p>Some suggested solutions and measures to make the most of the holy month of Ramadan:</p> <ol style="list-style-type: none"> a) Planning: Determine your religious goals for this month, in addition to your other goals related to work, study, or even reading and self-learning, it is preferable to plan for the month before it begins, to facilitate your commitment to the plan, and it is also recommended to review your plan every night; you may need some adjustments according to your emergency circumstances. b) Focus: Some tasks require more focus than others, so it is recommended to perform the tasks that require more focus and effort at the time when you are most focused and energized and then leave the less stressful tasks for times when you don't feel so focused. c) Categorize and prioritize tasks: You can start with the important and urgent tasks, then the non-urgent, then the unimportant but urgent, and delay the non-urgent and unimportant tasks. You can arrange your tasks in a table according to their priority. <p>Some of the health-related actions that students can implement during Ramadan are:</p> <ol style="list-style-type: none"> a) Maintain a healthy diet, get plenty of sleep, and exercise regularly. b) Drink plenty of water and avoid substances that cause dehydration. <p>Some of the actions related to spiritual education that students can implement during Ramadan:</p> <ol style="list-style-type: none"> a) Wake up earlier than usual and offer prayers; half an hour earlier than Fajr prayers will be enough for a good night's sleep. Continue to read the Quran after Fajr prayers, even if it's just for 10-15 minutes every day. b) Equip your gear with a collection of interesting Islamic religious lectures on the topics of faith, repentance, and the rest of the teachings of Islam. c) Try to always practice dhikr and similar devotional acts, whether it's while

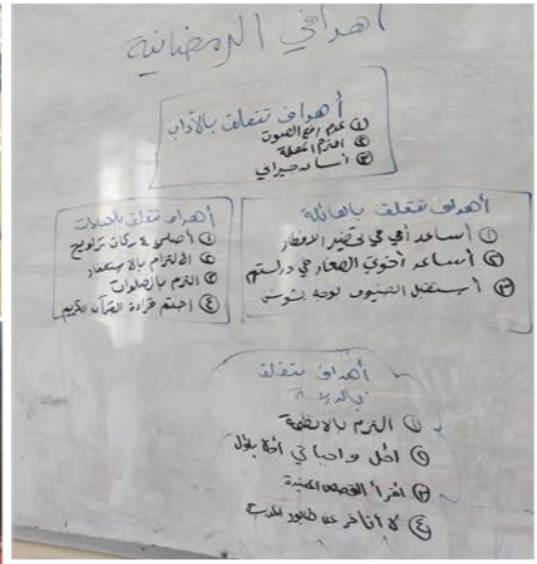
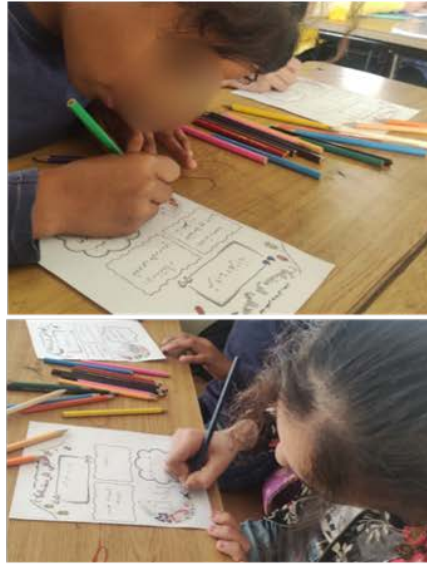
			<p>cooking, waiting in line, or whenever you have free time.</p> <p>Here are some mindfulness measures that students can implement during Ramadan:</p> <ol style="list-style-type: none"> Try to get rid of distractions and work to promote a clear state of mind. Keep your thoughts occupied with self-development or helping others. Utilize your free time for studying, creative work, or even just quiet reflection. Remove yourself from the habit of watching TV and other media distractions.
	Whiteboard Notetaker	<ol style="list-style-type: none"> Record the students' answers on the board regarding the steps to take during the holy month of Ramadan. Record students' answers regarding the tasks they can do during Ramadan on the board categorized by goals or actions related to worship, related to study, related to family, and related to manners. Ask the teacher to categorize the answers. 	

Making Individual Decisions	Facilitator	Now ask students to take five minutes to think about their plan and actions to take advantage of the Holy Month and fill out the Action Card or Work Paper - depending on the teacher's choice.	<ul style="list-style-type: none"> Each of you should think about your own actions that you will take during the Holy Month of Ramadan. Record this on your Action Card or work Paper. Are you done with your actions? You can write down more than one action. Let's hear your answers. Who wants to share first.
	Whiteboard Notetaker	Draw the Action Card or the Work Paper on the board and fill it in as an example for the students.	
	Facilitator Assistant	<ol style="list-style-type: none"> Distribute the Action Card to the students. Explain to the students the importance of the Action Card and how to fill it out. Point to the example drawn on the board. Go around the room and make sure that everyone is filling out the Action Card correctly. Ask the students to keep the Action Card or Work Paper in their discussion notebook or hang it on a wall in the classroom. 	The purpose of this Action Card or Work Paper is to help us identify the actions we will implement during the Holy Month. It serves as a reminder for us to keep it throughout the Holy Month in a board we call the My Ramadan Targets Board.

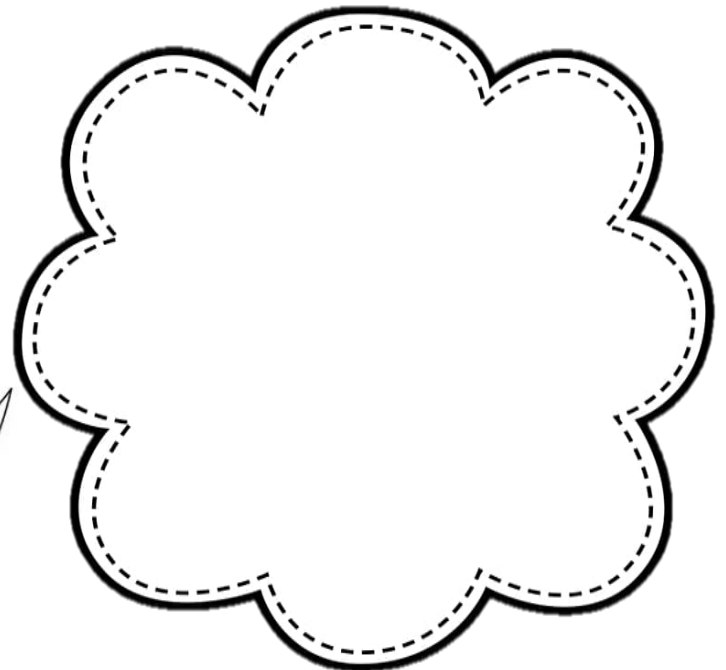
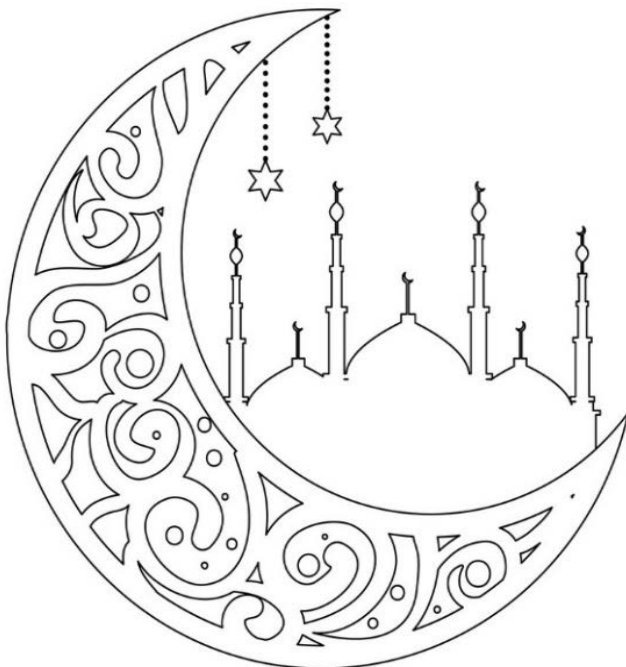
	Teacher	<ol style="list-style-type: none"> 1. Give the students a chance to express the actions they are going to carry out. 2. Help the students rephrase some of the actions if necessary. 	
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Wrap-up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise the students for following discussion manners and praise some of them by name. 2. Ask the students the questions on the Exit Card to end the session and record your feedback. 3. Ask the teacher if they have comments to share before the session ends. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session, which was titled "My Ramadan Targets". • I will now ask you the questions on the Exit Card and ask you to answer them clearly.
	Teacher	<ol style="list-style-type: none"> 1. Share your remarks on the session in general. 2. Encourage the students to implement these procedures from the beginning of Ramadan. 	
	Report Notetaker	<ol style="list-style-type: none"> 1. Write down the teacher's comments on the report. 2. Share the report with the teacher for remarks and save the report in a file. 	

Activity Photos



Work Paper



Method 2

No	Title
M2-1	Behavior Rules
M2-2	Class Slogan
M2-3	Class Vision
M2-4	Class Leader
M2-5	Planning a Rainy Day Activity
M2-6	Class Wallpaper Magazine
M2-7	Maintaining the Cleaness of Our Class
M2-8	Independence Day
M2-9	Mother's Day
M2-10	Planning Activities for Lower Grade
M2-11	Spreading Positiveness in the School
M2-12	Ramadan Decoration
M2-13	Selecting Proper Profession

Behavior Rules

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session himself, he may do so and take on the roles assigned to the council.

Session Description: The Discussion Council will discuss the code of conduct with the class, write the agreed upon rules on a wall and have all students sign it as a pledge to abide by them throughout the school year.

Target Grades: Grade 1 to 10

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. Encourage students to participate actively and review discussion manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her duties.	<ul style="list-style-type: none"> Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> Identify the topic and purpose of the discussion. Remind the students of discussion manners and encourage them to adhere to it. 	<ul style="list-style-type: none"> Welcome to a discussion session entitled "Behavior rules", the aim It is agreeing on rules of behavior that we will commit to implementing during the current school year. Such as respect for others, and commitment to attendance. During the session, I remind you to follow the four discussion manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.

Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> Ask students to explain from their point of view what a behavior rules. Ask students about the purpose of defining Behavior rules at the beginning of the school year. 	<ul style="list-style-type: none"> I welcome colleagues to today's debate. Our topic is (Behavior rules). Who can explain what a code of conduct is? Why do we have to set our own rules? What is the purpose of this? What is the purpose of defining a code of conduct at the beginning of the school year? Teacher, do you have a comment?
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	Teacher	<ol style="list-style-type: none"> 1. Help students answer the facilitator's questions. 2. Make sure that all students understand the purpose of the Behavior rules at the beginning of the school year. 	<p>Rules of behavior: It is a set of standards and values that define acceptable behavior in the classroom and school. They aim to guide students and set clear expectations on how to behave in various situations.</p> <p>The importance of defining rules of behavior at the beginning of the school year:</p> <ul style="list-style-type: none"> • It enhance a sense of responsibility and belonging, as students feel that they are involved in setting the rules and not just recipients of them. When they set the rules themselves, they have an internal commitment to observe them because they were part of the decision-making process. • Promote communication and understanding among students, as they discuss what behaviors they see as appropriate to create a positive learning environment. This discussion helps them develop dialog and constructive criticism skills, and they can come up with rules that reflect their shared values and meet everyone's needs. • Having the rules written and posted in the classroom makes them visible and clear to everyone, making it easy for students to be reminded of them when needed. It also fosters a sense of community, as everyone realizes that they are responsible for respecting these rules to ensure a structured and stimulating learning environment. • Develop planning and decision-making skills, which are essential not only in the classroom but also in their daily lives and careers.
	Whiteboard Notetaker	<ol style="list-style-type: none"> 1. Write the definition of a code of behavior rules. 2. Summarize the importance of defining a behavior rules. in brief bullet points. 	

Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Give students two minutes to think and discuss in pairs the most important rules of behavior that they should adhere to in order to ensure a comfortable classroom environment where respect and harmony prevail. 2. Ask students about the rules of behavior they came up with. 	<ul style="list-style-type: none"> • Take a couple of minutes to think about the most important rules of behavior that we all need to follow in order to ensure a comfortable and respectful classroom environment throughout the school year. • Now let's hear your suggestions. Who wants to participate? • Teacher, do you have any feedback?
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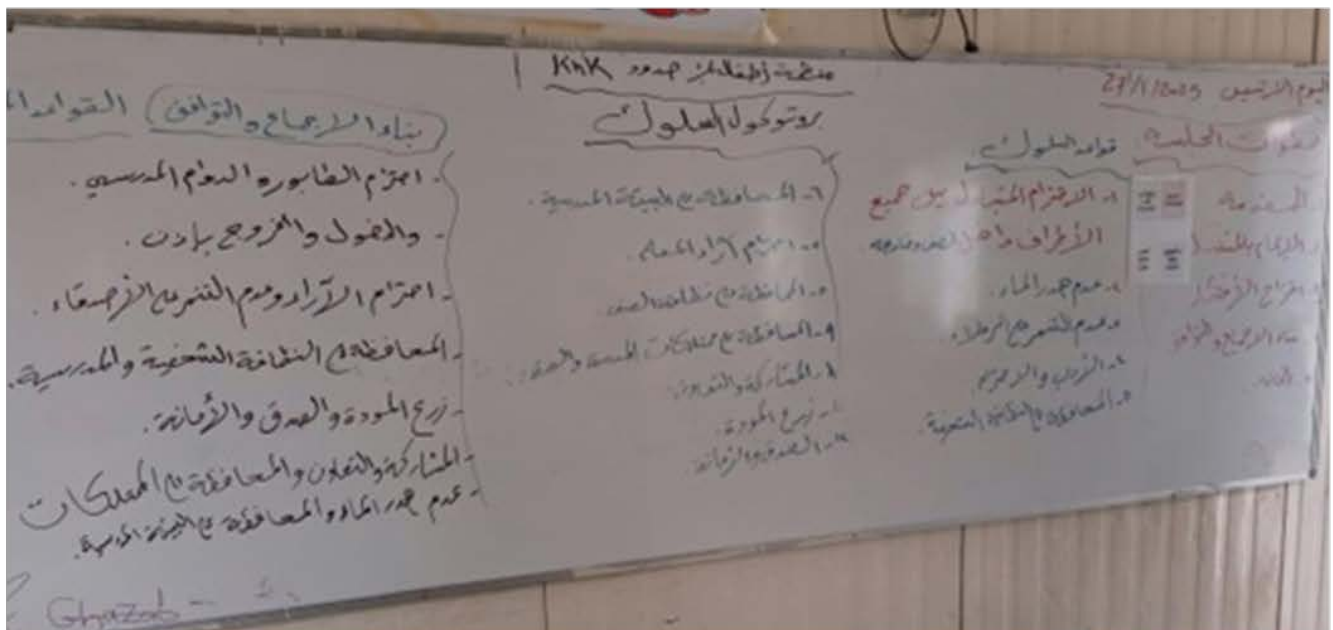
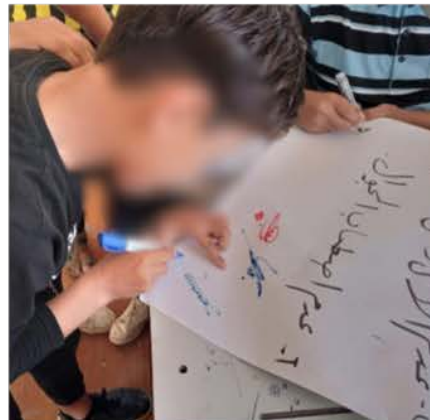
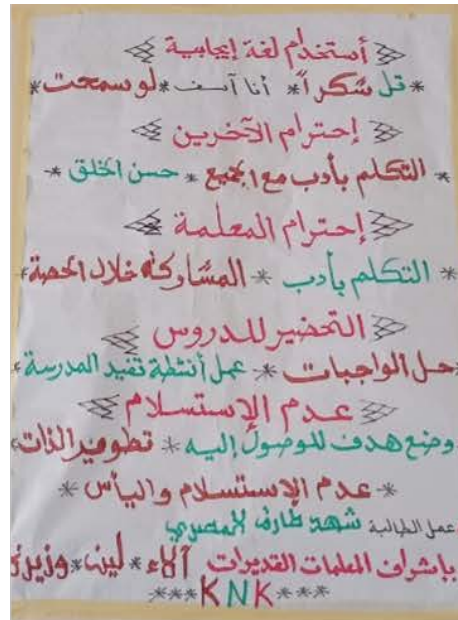
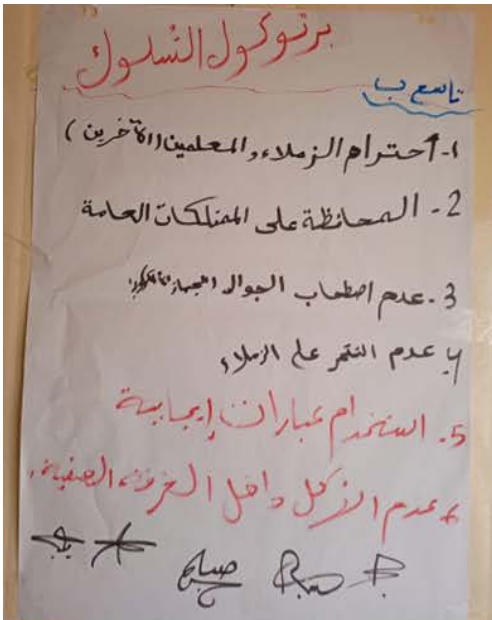
		3. Ask the teacher for help if needed.	
	Teacher	<ol style="list-style-type: none"> 1. Help students talk about the most important rules of behavior that they need to follow. 2. Make sure that the rules that students propose can be enforced by everyone. 	<p>Examples of successful rules of behavior that can help build a positive learning environment include:</p> <ul style="list-style-type: none"> • Mutual respect: Treat everyone with politeness and respect, whether they are colleagues or teachers. • Active listening: Not interrupting others while they are talking and showing interest in what they are saying. • Personal responsibility: Commitment to schoolwork and punctuality. • Cooperation and teamwork: Supporting peers and working as a team to achieve common success. • Expressing opinions in an appropriate manner: Encourage constructive discussions without offending others. • Maintain the classroom environment: Maintain cleanliness and order in the classroom. • Abide by school rules: Respect general rules such as not leaving the classroom without permission. • Dealing with issues calmly: Resolve conflicts rationally without resorting to violence or yelling.
	Whiteboard Notetaker	Record students' proposed solutions. record students' proposal for the Rules of behavior the whiteboard.	

Making Collaborative Decisions	Facilitator	<ol style="list-style-type: none"> 1. With the teacher's help, put similar suggestions together. 2. Ask students to help rank sort and prioritize the proposed rules of behavior. 3. Make sure the rules are written in a way that is clear and easy to understand. 4. Make sure students are ready and willing to apply these rules throughout the school year. 5. Announce the final rules after they have been categorized, paraphrased, and approved by the teacher. 	<ul style="list-style-type: none"> • Okay, so now we're going to review your suggestions for rules of behavior and we're going to organize them and rephrase them as necessary. • I'm going to read you the behavioral rules that we'll be following throughout the school year. First... • Does anyone have any additions or changes they would like to share with us? • Does the entire class agree to adopt these rules as our behavioral rules for the entire school year?
	Teacher	<ol style="list-style-type: none"> 1. Help the facilitator organize and categorize the students' suggestions and rewrite the rules if necessary. 	

		2. Make sure that all students are ready to commit to following these rules throughout the school year.	
	Facilitator Assistant	1. Write the final agreed upon rules of behavior on a board. 2. Let students one by one sign the board. 3. Hang the board in an appropriate place in the classroom.	
	Report Notetaker	Reclassify and organize the students' suggestions according to the teacher's instructions.	

Wrap-Up	Facilitator Assistant	1. Praise students for following discussion manners and praise some of them by name. 2. Ask students Exit Card questions to end the session and record your feedback. 3. Ask the teacher if he or she has any comments to share before the session ends.	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "Behavior rules" • Now I will ask you the Exit Card questions, and I hope you will answer clearly.
	Teacher	1. Share your remarks on the session in general. 2. Encourage the students' of the class to cooperate and apply the rules of behaviors during the academic year.	
	Report Notetaker	1. Write down the teacher's comments on the report. 2. Share the report with the teacher to write his remarks and save the report in a file.	

Activity Photo



Class Slogan

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session himself, he may do so and take on the roles assigned to the council.

Session Description: The Discussion Council and the class will decide on a catchy, fun, and positive class slogan that represents the class and differentiates them from others.

Target Grades: Grade 1 to 6

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. Encourage students to participate actively and review discussion manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her duties.	<ul style="list-style-type: none"> Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> Identify the topic and purpose of the discussion. Remind the students of discussion manners and encourage them to adhere to it. 	<ul style="list-style-type: none"> Welcome to a discussion session entitled "Class Slogan", the aim It is choosing a beautiful and enthusiastic logo for our class so that we can stand out from others. During the session, I remind you to follow the four discussion manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.
	Whiteboard Notetaker	<p>Write the following slogans on the board:</p> <ul style="list-style-type: none"> ➤ One team, one dream. ➤ We learn today, to lead tomorrow. ➤ Together we advance. ➤ Together we grow and develop. ➤ We learn, we grow, we succeed. ➤ Brave and curious. 	

		<ul style="list-style-type: none"> ➤ Yes, we can. ➤ Every day is a new opportunity. ➤ Every person is different, every person is precious. ➤ The sky is our limits. 	
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Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> 1. Ask students to explain the meaning of the Class Slogan. 2. Let students read the slogans written on the board. 3. Ask students about their impressions of the slogans. 	<ul style="list-style-type: none"> • Welcome colleagues to today's discussion session. • Our topic is "Class slogan." • Does anyone have an idea about the meaning of the Slogan? • Who would like to read the slogan written on the board? • What do you think of these slogan? Which one did you like best and why? • Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> 1. Help students answer the facilitator's questions. 2. Explain the meaning of the Class Slogan. 	<ul style="list-style-type: none"> • Class Slogan. is a short, catchy phrase that captures the spirit, identity, and goals of the class. It can be thought of as a mini-message—something that unites students, lifts their spirits, and gives them a sense of pride and purpose. • Class Slogan can be serious, funny, motivational, or even poetic—whatever captures the spirit of the group. Some classes use slogan on T-shirts or banners to show unity and celebrate their journey together.

Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Ask students for suggested slogans for the class. 2. Ask the teacher for help if needed. 	<ul style="list-style-type: none"> • What slogans would you suggest for our class? • Are there any phrases or slogans mentioned that you like? What are they and why? • Teacher, do you have any comments?
	Teacher	<ol style="list-style-type: none"> 1. If students find it difficult to come up with slogans, ask them to say a few words that express their feelings about their class, then rewrite them as slogans. 	

		2. Help students come up with easy, short, and engaging slogans.	
	Whiteboard Notetaker	Record the ideas students suggest.	

Making Collaborative Decisions	Facilitator	<ol style="list-style-type: none"> 1. Ask the teacher for help in categorizing and arranging the students' suggestions for a Class Slogan. 2. If there is more than one suggestion or version of a Class Slogan, hold a vote to choose the appropriate one. 	<ul style="list-style-type: none"> • We will now categorize and arrange your suggestions together. • How about we hold a vote to choose the most appropriate logo for our class?
	Teacher	<ol style="list-style-type: none"> 1. Help the facilitator sort and categorize the suggestions, starting with excluding long or negative slogans, and explaining the reasons for them to everyone. 2. Help the students reach agreement on a single slogan for the class, resorting to a vote if necessary. 	<p>Consensus and reconciliation between categorized opinions are built through the following methods:</p> <ul style="list-style-type: none"> • Combining multiple ideas together. • Creating a new idea by adopting the good points of the most popular ideas. • Identifying multiple ideas to implement gradually.
	Report Notetaker	<ol style="list-style-type: none"> 1. Change the order of the suggestions as directed by your teacher and facilitator. 2. Write the final version of the Class Slogan in bold and decorate it. 	

Wrap-Up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise students for following discussion manners and praise some of them by name. 2. Ask students Exit Card questions to end the session and record your feedback. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "Class Slogan". • Now I will ask you the Exit Card questions, and I hope you will answer clearly.
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		3. Ask the teacher if he or she has any comments to share before the session ends.	
	Teacher	<ol style="list-style-type: none"> 1. Share your overall session notes. 2. Let students practice saying the Class Slogan together and in unison. 3. Assign one student to write the class motto on a poster, decorate it, and then hang it on the board. 4. Have students say their Class Slogan every day at the beginning of the day as a basic routine. 	
	Report Notetaker	<ol style="list-style-type: none"> 1. Write down the teacher's comments on the report. 2. Share the report with the teacher to write his remarks and save the report in a file. 	

Class Vision

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session himself, he may do so and take on the roles assigned to the council.

Session Description: The students' Discussion Council, consisting of four students, holds a discussion session with their classmates to determine a vision for the class, based on the school's vision and mission. They then determine the actions needed to achieve this vision throughout the school year. They then divide themselves into groups, with each group responsible for one of the actions throughout the school year.

Target Grades: Grade 7 to 10

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage students to participate actively and review discussion manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her duties.	<ul style="list-style-type: none"> • Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... • Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... • Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... • Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Identify the topic and purpose of the discussion. 2. Remind the students of discussion manners and encourage them to adhere to it. 	<ul style="list-style-type: none"> • Welcome to a discussion session entitled "Class Vision". The goal of this is to define a vision for the class that helps guide us throughout this academic year towards a well-defined educational environment that promotes discipline, motivation, and creativity. When there is a shared vision, each of our students feels a sense of belonging and purpose, which will drive us to engage activity and interact positively. • During the session, I remind you to follow the four discussion manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.

Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> 1. Stimulate student's thinking and impact of their interest in asking exploratory questions. 2. Ask about the school's vision and mission. 3. Ask students about the meaning of vision and mission and the difference between them. 4. Ask students about the importance of defining a vision. 	<ul style="list-style-type: none"> • I welcome colleagues to today's discussion session. • Our topic is (Class Vision). • What is the school's vision and mission? • What is the vision? • What is the mission? • What is the difference between vision and mission? • Why do you think it is important to define a vision for organizations, schools, or even for our class? • Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> 1. Help students answer the facilitator's questions. 2. Make sure everyone recognizes the distinction between vision and mission. 3. Share with students the conditions that must be met when defining a vision. Answer students' questions. 	<ul style="list-style-type: none"> • The concept of vision: It is the general future perception of the organization, representing the aspiration that the organization wants to achieve in the future. • The concept of mission: It is a document that represents the constitution necessary for the establishment of the organization, the basic guidelines for all decisions, and the framework that defines the activities of the entire organization towards the individuals involved. • The difference between a vision and a mission: <ul style="list-style-type: none"> ❖ A vision defines and describes future goals, while a mission defines the overall goal and sub-goals. ❖ Vision focuses on the future and mission focuses on activities in the present ❖ The mission defines the activities to reach the vision ❖ Questions that the message answers: What does the organization do, what are the characteristics that distinguish it from other organizations, and the questions answered by the vision: What goal does the organization want to achieve, and how will it achieve it? ❖ The mission is subject to change if something new happens to the organization, while the change in vision is very narrow. • The importance of vision: <ul style="list-style-type: none"> ❖ The vision makes the way clear for everyone to achieve the overall goal. ❖ The clarity and structure of the vision improves the mental image of the organization.

			<ul style="list-style-type: none"> • Important factors while defining the vision: <ul style="list-style-type: none"> ❖ The vision must be clear, and it contains the main goal, fully explained, and ways to determine this goal in the long term in the future in a comprehensive and concise manner. • The vision must be achievable, as it does not come from a vacuum, and comes after studying the economic reality, strengths, resources, societal and cultural values, duties and rights, so we reach a realistic conclusion about the environment in which it is concerned
	Whiteboard Notetaker	<ol style="list-style-type: none"> 1. Write the school's vision and mission statement. 2. Write the meaning of the vision and mission. 3. Summarize the difference between vision and mission in bullet points. 4. Write the conditions that must be met in a vision. 	

Suggest Ideas for Deciding Visioning	Facilitator	<ol style="list-style-type: none"> 1. Give one or two examples of a vision for the class to help students get an idea of the vision. 2. Ask students for their suggestions for the class vision. 3. Help students present their opinions effectively by advising them to face the class and speak clearly and confidently. (Please speak up, stand up, etc.). 4. Ask the teacher for help when needed. 	<ul style="list-style-type: none"> • Now, I'm going to show you examples of class vision. I want to hear your feedback on them: Example 1: (A class that is distinguished by its morals and behavior, respects its teachers, helps each other and spreads positivity around it). Example 2: (A classroom environment that recognizes students' skills and uses them to beautify the school environment).
	Teacher	<ol style="list-style-type: none"> 1. Help students propose a vision for the class. 2. Simplify the process for students as much as possible and let them suggest words instead of whole sentences if you have to. 	

		<ol style="list-style-type: none"> Remind students to be inspired by the school's vision. Explain to students that the class vision should be a reason and a factor in realizing the school's vision. Paraphrase the students' suggestions if necessary. 	
	Whiteboard Notetaker	Record students' suggestions on the board on a sticky note for easy organization.	

Making Collaborative Decisions to Agree on Class Vision	Facilitator	<ol style="list-style-type: none"> Ask the teacher for help in categorizing the students' suggestions. With the help of the teacher, classify the students' suggestions to teach a formula for the class vision. With the help of the teacher, try to arrange similar actions together that intersect with each other. Ask the class if they agree on the formulation of the final vision. If a student has an addition, modification, etc., discuss it with the teacher and make the modification if appropriate or avoid it, but explain the reason convincingly to the student. Use voting if necessary to agree on a final vision for the class. Assign a student to write the vision on a board and hang it above the chalkboard. 	
	Teacher	<ol style="list-style-type: none"> Sort through the proposed ideas, starting with the ones that are inappropriate and explaining why to everyone. Emphasize that all ideas have value and will be appreciated. Ask students to help you sort all the ideas into several groups based on similarities, 	<ul style="list-style-type: none"> Consensus is built and categorized opinions are reconciled in these ways: <ul style="list-style-type: none"> ❖ Combining several ideas together. ❖ Creating a new idea by adopting the good points of the most desirable ideas. ❖ Identify multiple ideas and implement them bit by bit.

		<p>differences, and connections. Take an idea and ask them (Is it similar to this proposal? How about we put them together? Is this idea duplicated? How about we keep just one?)</p> <p>3. Help the facilitator and the class come up with a final version of the class vision that everyone accepts.</p>	
	Whiteboard Notetaker	Write down the final vision statement that was agreed upon.	

Suggesting Solutions and Ideas to agree on Action	Facilitator	<ol style="list-style-type: none"> 1. Now ask students what actions they will take in order to achieve the agreed-upon vision over the course of one academic year. 2. Help students make their suggestions and ideas logical and realistic. 3. Encourage students to build on the opinions of others. For example: "What do you think of your colleague's idea? Do you agree with so-and-so?" 4. Encourage students to ask for clarifications or explanations if they are unsure about the opinions of others. Make sure everyone understands the opinions of their classmates. 	<ul style="list-style-type: none"> • For the class vision that we have identified, what do you think we can do in groups to realize it? • What initiatives can we collaborate and work on during the school year?
	Teacher	<ol style="list-style-type: none"> 1. Help students suggest ideas and actions to fulfill the class vision during the school year. 2. Remind students to be inspired by the school's vision. 	
	Whiteboard Notetaker	Write the actions suggested by the students on sticky notes to make it easier to organize later.	

Making Collaborative Decisions to agree on Action	Facilitator	<ol style="list-style-type: none"> 1. Ask for the teacher's help in categorizing the students' suggestions. 2. Sort the students' suggestions and exclude suggestions that are unrealistic and difficult to achieve in one academic year, and put a check mark (/) on the repeated suggestions so that they are proportional to the number of repetitions. 3. With the help of the teacher, try to arrange similar actions together that intersect with each other. 4. Ask the class if they agree on the formulation of the final vision. 5. If a student has an addition, modification, etc., discuss it with the teacher and make the modification if appropriate or avoid it, but explain the reason convincingly to the student. 6. Use voting if necessary to agree on a final vision for the class. 7. Assign a student to write the vision on a board and hang it above the chalkboard. 	
	Teacher	<ol style="list-style-type: none"> 1. The facilitator helped organize and coordinate actions suggested by students. 2. Help the class divide themselves into groups and choose an action or idea that they will implement during the school year. 	
	Whiteboard Notetaker	Write the names of the students who volunteered to take responsibility for the actions on the board. Record the names of the students next to the procedure they have chosen.	
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Distribute (group cards or action plan) to the students. <p>Note: The group card is used for actions that will be applied periodically throughout the school year, while the action plan is used</p>	<ul style="list-style-type: none"> • The purpose of the group cards or action plan is to remind us of the actions we agreed to carry out during the academic year, and we will review them during the review session.

		<p>for actions that will be applied only once during the school year.</p> <ol style="list-style-type: none"> 2. Explain to students the importance of recording procedures and implementation steps. 3. Go around the class and make sure everyone is filling in the information correctly. 	
Wrap-Up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise students for following discussion manners and praise some of them by name. 2. Ask students Exit Card questions to end the session and record your feedback. 3. Ask the teacher if he or she has any comments to share before the session ends. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "Class Vision". • Now I will ask you the Exit Card questions, and I hope you will answer clearly.
	Teacher	<ol style="list-style-type: none"> 1. Share your remarks on the session in general. 2. Assign a student to make a board and hang it inside the classroom with the class vision and the procedures that the class will implement, and hang (group cards or action plan). 3. Encourage students to work together to achieve the class vision during the school year. 4. Schedule a session to review the implementation of the procedures and announce it to the students. 	
	Report Notetaker	Share the report with the teacher for remarks and file the report.	

Class Leader

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session himself, he may do so and take on the roles assigned to the council.

Session Description: Discussion Council and the class select by ballot two students as class leader and vice-leader, who take on various duties during the school year. During the session, students determine the duties of the class president and vice president and the rules of behavior they must adhere to.

Target Grades: Grade 1 to 10

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. Encourage students to participate actively and review discussion manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her duties.	<ul style="list-style-type: none"> Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> Identify the topic and purpose of the discussion. Remind the students of discussion manners and encourage them to adhere to it. 	<ul style="list-style-type: none"> Welcome to a discussion session entitled "Class leader", the aim It is to choose the right person as our class leader and choose his deputy During the session, I remind you to follow the four discussion manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.

Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> Ask students to explain what they think a class leader is. Ask students about the purpose of choosing a class leader. 	<ul style="list-style-type: none"> I welcome colleagues to today's discussion session. Our topic is Class leader. I will introduce what a class leader is: A class leader is a student leader who represents his/her classmates and helps organize various
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			<p>activities. He makes sure that everyone's voice is heard, whether it's the class teacher or the school administration, and works to improve the classroom environment for everyone.</p> <ul style="list-style-type: none"> • How do you feel about this definition of a class leader? Was it clear? Would you like to add or modify the concept? • Who can summarize the purpose of the class president in bullet points? • Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> 1. Help students answer the facilitator's questions. 2. Make sure all students understand the role and purpose of the class leader. 	
	Whiteboard Notetaker	<ol style="list-style-type: none"> 1. Write the definition of a class leader 2. Write the tasks of the class leader. 3. Write the rules of behavior that the class leader and vice president must abide by. 	

Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Ask students what behavior the leader and deputy leader of class should exhibit when assuming this role. 2. Ask students what tasks the class leader and Deputy must do in order to ensure a positive classroom environment for everyone. 3. Ask for the teacher's help when needed. 	<ul style="list-style-type: none"> • While serving as class leader and vice leader for an entire school year, there are several rules of behavior that must be adhered to. After all, the class leader and vice leader are role models for other students. What rules of behavior do you think the class leader and deputy class leader should follow? • What are the main tasks that the class leader and deputy class leader should carry out during the school year?
	Teacher	<ol style="list-style-type: none"> 1. Make sure that all students understand the role and tasks of the class leader and the rules of behavior that they must adhere to while carrying out their role. 2. Help students suggest topics and ideas. 	<p>The rules of behavior that the class leader and vice leader must adhere to during the school year:</p> <ul style="list-style-type: none"> • Treat everyone with kindness and show respect, appreciation, and empathy for classmates. Even those who may not be nice may seem difficult. But the class leader should show maturity in treating

		<p>3. Make sure that the tasks suggested by the students can be carried out by the class leader.</p>	<p>them positively, even if it means going the extra mile to do so.</p> <ul style="list-style-type: none"> • Have good manners. The class leader and vice leader are role models for how to interact with others so that everyone else can do the same. Examples of good manners include cooperation, generosity, honesty, listening attentively, not interrupting, apologizing when you make a mistake, being humble, and smiling. • Prioritizing classmates. For example, letting others speak before you speak. Take care of classmates' needs before your own. Take care of the comfort and happiness of the class before personal comfort and happiness. • Paying attention to each student's personality and not ignoring any of them. Do not make students wait to try to get your attention, but address them quickly so that they can see that you want to listen to what they have to say. • Be proactive, such as performing small acts of kindness. Even the smallest gesture of kindness makes a difference. Saying good morning or good afternoon and good evening, helping a classmate by opening the door for them, showing appreciation for their various efforts. <p>Essential Classroom Leader Tasks:</p> <ul style="list-style-type: none"> • Contribute to building positive relationships within the classroom. • Representing the class and communicating its voice. • Follow up on students' attendance and inquire about the reasons for absence. • Follow up on the implementation of various initiatives and activities. • Helping the class to be punctual. • Arranging students in the morning line. • Responsibility for preparing the morning radio program and distributing roles to the class students.
	Whiteboard Notetaker	<p>1. Write the class leader code of conduct in bullet points on the board.</p> <p>2. Write down the class leader tasks.</p>	

Making Collaborative Decisions	Facilitator	<ol style="list-style-type: none"> 1. Ask students to take a minute to think about whether they would like to be candidate for class president. 2. Ask the note taker to write the names of the students who want to candidate on the board. 3. One by one, ask the students to stand in front of the class and introduce themselves as follows: <ol style="list-style-type: none"> A. Introduce your name. B. Explain why they are candidate for class leader. C. Describe the initiatives or ideas they would like to implement to improve the class environment. 4. Ask the candidates to take their seats while the facilitator distributes the ballots. 5. Explain to the students how the ballot process will work. 6. Announce the name of the class leader and vice leader. 7. Ask the class to clap for the new class leader and deputy class leader. 8. Verbally console the students who did not win the position, and wish them the best of luck next year. 	<ul style="list-style-type: none"> • Okay, let's all take a minute to indicate that we would like to candidate for class leader. • Now who would like to candidate for this position? Let's start by taking names on the board. • One by one, I'm going to ask each candidate to stand in front of the class, introduce themselves, tell us why they want to run, and tell us what ideas or initiatives they would like to introduce to the class to improve our class environment. Let's start with the first candidate. • Thank you very much to all the candidates. The assistant facilitator will now distribute blank slips of paper on which to write the candidate's name. The class leader will be chosen by ballot. That is, the person with the highest number of votes will be the class leader, while the deputy class leader will be the person with the second highest number of votes. • I ask everyone to think carefully when choosing who you think is the best candidate to represent us and be our class leader. • Congratulations to Class leader.... and Vice President ...Let's give them a round of applause. • I thank all the students who ran for class leader but were unsuccessful this year, and I hope they will have a better chance next year, God willing.
	Teacher	<ol style="list-style-type: none"> 1. Assist the facilitator in coordinating the polling process. 2. Emphasize the importance of taking the topic seriously. 3. Make sure that all candidates are aware of the tasks they will be doing. 4. Be careful not to allow a certain group of students to dominate the process, but help all students in the class to express their opinions by supporting the quiet ones as well. 	

	Facilitator Assistant	<ol style="list-style-type: none"> 1. Distribute a set of cut sheets of paper for the class to write the candidate's name on. 2. Collect the papers after the ballot has been completed. 3. Read the name of the person written on each paper while the blackboard notetaker records the votes. 4. Add up the votes for each candidate. Then announce the name of the class leader (highest number of votes) and vice leader (second highest number of votes). 	
	Report Notetaker	<ol style="list-style-type: none"> 1. Record the names of students who wish to candidate for the position of class leader. 2. Write down the number of votes for each candidate. 3. Circle the name of the class leader. 	

Wrap-Up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise students for following discussion manners and praise some of them by name. 2. Ask students Exit Card questions to end the session and record your feedback. 3. Ask the teacher if he or she has any comments to share before the session ends. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "Behavior rules" • Now I will ask you the Exit Card questions, and I hope you will answer clearly.
	Teacher	<ol style="list-style-type: none"> 1. Share your feedback on the session in general. 2. Assign a student to bring a board and write down the class leader code of conduct and the tasks he/she will perform. Then hang it in a specific place in the classroom. 3. Schedule a meeting with the class leader and deputy class leader to agree on the details of the ideas and initiatives that they will implement during the school year and prepare an action plan accordingly. 4. Give some advice to both the class leader and the deputy class leader. 	<p>Some tips for the class leader and vice president:</p> <ul style="list-style-type: none"> • Pair up with different classmates on projects in class. It's easy to stay with your friend on projects, but pairing up with different people can be helpful because you'll get to know them better while working together. • Start a conversation with someone between classes, it will help students understand that you are a friendly person. • Get to know all the students in your class and memorize their names. • Plan group activities and games that help your class get to know each other.

		<p>5. Explain to the class leader and deputy class leader the benefits that will accrue to them if they fulfill their role properly.</p> <p>6. Encourage the class to cooperate and listen to the instructions of the class leader and deputy class leader.</p> <p>7. Tell the other teachers who has been selected as the class leader so that the other teachers can also use him/her.</p> <p>8. Post a picture of the class leader and the initiatives he/she will be implementing on a board between him/her and the other class leaders and hang it in a place visible to all students in the school or the administration room.</p>	<p>Implement them during opportunity time or free periods. Like a group breakfast.</p> <ul style="list-style-type: none"> Remember your classmates' birthdays, congratulate them on their day, and make them a card. Be open to receiving feedback on your leadership. You won't get everything right as class president or vice president, and that's okay! But you need to seek out constructive criticism so you can understand what you're doing right and what you're doing wrong. Doing so will help you grow and become stronger. <p>The benefits to the class leader and deputy class leader of doing things right:</p> <ul style="list-style-type: none"> Leadership development. Experience working in a team (which is the class for a whole year). Socializing with others. Self-discovery (skills and abilities). Developing many social skills such as discussion, negotiation and conflict management skills. <p>Examples of initiatives and ideas that the class leader and deputy class leader can undertake:</p> <ul style="list-style-type: none"> Planting plants. Creating awareness boards about the importance of maintaining cleanliness. Creating a weekly cleaning schedule. Creating awareness boards about bullying and how to curb this phenomenon. Coordinate competitions or games that bring the class closer together. Filming a video and posting it on the school's Facebook page to give advice to school students on behalf of his class.
	Report Notetaker	<p>1. Write down the teacher's comments on the report.</p> <p>2. Share the report with the teacher to write his remarks and save the report in a file.</p>	

Planning a Fun Activity

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session himself, he may do so and take on the roles assigned to the council.

Session Description: The Discussion Council and the class decide on fun group activities and games to implement in the next class. If it is winter, students choose activities to implement indoors, such as in the theater or inside the classroom.

Target Grades: Grade 1 to 10

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. Encourage students to participate actively and review discussion manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her duties.	<ul style="list-style-type: none"> Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> Identify the topic and purpose of the discussion. Remind the students of discussion manners and encourage them to adhere to it. 	<ul style="list-style-type: none"> Welcome to a discussion session entitled "Planning a fun activity", the aim is to agree on games and activities to play together in the next class. During the session, I remind you to follow the four discussion manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.

Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> Have students try to define what a fun activity is from their own point of view and give examples. Ask students about the purpose of planning a fun activity. 	<ul style="list-style-type: none"> I welcome colleagues to today's panel discussion. Our topic is "Planning a fun activity". What do we mean by a fun activity? What is the purpose of trying fun group activities and games?
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		3. Ask students to express their opinion about the idea of the activity.	<ul style="list-style-type: none"> • How do you feel about the idea of identifying and planning a fun activity for the next class? How do you feel? • Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> 1. Help students answer the facilitator's questions. 2. Explain to students what a fun activity is and what its purpose is. 3. Explain to students the purpose of the fun activity. 	<ul style="list-style-type: none"> • Pleasurable activity: Any activity that brings joy, excitement and pleasure - it's something you really enjoy doing, often just for the fun of it. It doesn't have to be productive, practical, or purposeful; its value lies in the experience itself. • For some, a fun activity might mean dancing in the kitchen while cooking; for others, it might mean painting, exploring a new city, telling stories, or even just playing games with friends. The beauty of fun lies in its deeply personal nature - what may seem lively and energizing to one person may be boring to another. • Experiencing fun activities isn't just about passing the time, it's an effective way to nourish people's minds, hearts, and sense of self. The importance of fun activities: <ol style="list-style-type: none"> 1. Curiosity turns into learning: When people engage in fun activities, they are naturally motivated to explore, solve issues, and ask questions. This fun opens them up to deeper understanding, without seeming like a lesson. 2. Enhances self-confidence confidence and resilience: Whether people are building with blocks, painting dragons, or playing shopkeepers in a mythical marketplace, trying new things - and sometimes getting in their own way - teaches us that it's okay to take risks and learn through experience. 3. Nurture imagination and creativity: Activities nurture people's ability to dream and innovate, and ultimately, to empathize and see from different perspectives. 4. Reveal the hidden sparks of individuals: You start by noticing what brings joy to their eyes. Maybe it's storytelling, designing, cooking, or helping others. Fun becomes a compass for their future passions, or even their life paths. 5. Activities connect people to others and themselves: Group activities teach cooperation and socialization, but playful

			moments of exploration on their own help them develop a sense of independence and identity.
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Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Ask the students about the rules of the game that everyone must abide by. 2. Share with students some of the rules before suggesting activities. 3. Ask students what activities and games they would like to try in the next class. 4. Ask the teacher for help when needed. 	<ul style="list-style-type: none"> • What are the rules of play that we all need to follow to ensure that everyone enjoys the activities? • Before we start suggesting games and activities, I would like to share with you some of the rules: <ol style="list-style-type: none"> 1. The activities are to be implemented during one class period only. 2. All students must participate in the proposed games and activities. 3. The games and activities should be inexpensive. • Now, what are your suggestions for games and activities that you would like to implement in the next class? Let's listen to you one by one. • Teacher, do you have any comments?
	Teacher	<ol style="list-style-type: none"> 1. Add any controls before suggesting activities that you find appropriate. 2. Help students suggest activities and games. 3. Make sure that the ideas suggested are ones that all students can participate in and enjoy. 	<p>Play diplomacy is the foundation of every peacemaker, team leader, and creative dreamer of the future. When we play with others, the "rules" we learn are not just about the game, they are the pillars of social intelligence. Some of the most important rules of play to follow are:</p> <ul style="list-style-type: none"> • Take turns and involve others: Whether it's a ball or a key role in a story, understanding how to give others space develops patience and generosity. Inviting that quiet child near you or noticing when someone feels neglected? That's empathy. • Following the rules of the game: Learning how to agree on the rules (and to adhere to them to them!) helps people recognize the values of fairness, consistency, and

			<p>integrity, even when it's tempting to bend things to their advantage.</p> <ul style="list-style-type: none"> • Respect other people's ideas: In creative or imaginative games, this means accepting plot twists or character changes. It promotes cooperation, not control. • Be a good sport: Win or lose, it's about enjoying the experience. Celebrating others' victories and handling their losses gracefully teaches emotional regulation. • Solve problems together: If something goes wrong - a dropped piece, a disagreement - they can pause, talk about it, and find a solution without blaming others.
	Whiteboard Notetaker	Record activities and games suggested by students.	

Making Collaborative Decisions	Facilitator	<ol style="list-style-type: none"> 1. Ask the teacher for help in classifying and arranging similar activities and games. 2. Ask the students how much time is required for each activity. 3. Exclude activities and games that require more time than the class time. 4. Determine with the students which activities and games will be selected for the next class, taking into account the duration of the activities and the length of the class. 5. Ask the students about the materials needed for each agreed-upon activity. 6. Divide the students into groups, with each group responsible for preparing and setting up the materials and tools needed for the activities. 	<ul style="list-style-type: none"> • We will now categorize and arrange your suggestions together. • After we have arranged the suggestions, let's determine the time required for each activity. How long does the first activity take? What about the second activity? etc. • How about holding a vote to choose the most requested activities and games? Those who wish to choose the first activity, etc., should raise their hands. • What materials do we need to prepare the board? • Who among you would like to take responsibility for preparing the materials and tools for the first activity? And for the second activity...
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	Teacher	<ol style="list-style-type: none"> 1. Help the facilitator sort and categorize the suggestions, starting with excluding inappropriate suggestions and explaining the reasons for this to everyone. 2. Help the students reach agreement on the activities and games they want to implement. 3. Help the students identify the materials and tools they need to secure for the activities. 	<p>Consensus and reconciliation between categorized opinions are built through the following methods:</p> <ul style="list-style-type: none"> • Combining multiple ideas together. • Creating a new idea by adopting the good points of the most popular ideas. • Identifying multiple ideas to implement gradually.
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Present the work plan to the students. 2. Explain to the students the importance of recording the procedures, implementation steps, and the names of the people responsible for each task. 3. Record the required information in the work plan after all students have approved it. 	<ul style="list-style-type: none"> • The purpose of the Action Plan is to remind us of the actions we agreed to implement to ensure that tasks are completed within the specified timeframe. We will conduct a review after the activity session.
	Report Notetaker	<ol style="list-style-type: none"> 1. Change the order of the activities and games as directed by the teacher and facilitator. 2. Record the names of the students who will prepare each section. 3. Record the time for the activity session. 	

Wrap-Up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise students for following discussion manners and praise some of them by name. 2. Ask students Exit Card questions to end the session and record your feedback. 3. Ask the teacher if he or she has any comments to share before the session ends. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "Planning a fun activity" • Now I will ask you the Exit Card questions, and I hope you will answer clearly.
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	Teacher	<ol style="list-style-type: none">1. Share your observations about the overall session.2. Share your tips on how to manage time and play within the rules.3. Assign one student to be the timer for the activities and another student to be the judge.	
	Report Notetaker	<ol style="list-style-type: none">1. Write down the teacher's comments on the report.2. Share the report with the teacher to write his remarks and save the report in a file.	

Activity photos



اليوم: الاثنين 21/10/2024

الموضوع: آداب التفاضل

الاهداف:

- 1- رفع اليدأدب للمشاركة
- 2- عدم مقاطعة المعلم
- 3- الاستماع للمتحدث
- 4- احترام جميع الآراء

الخطوات:

- 1- استيعاب الموضوع
- 2- اقتراح الحلول والذمكار
- 3- تسعس القرار الجماعي
- 4- الخاتمة

3- استيعاب الموضوع:

من خلال جلسة اليوم سنحدد ما سنعمل في فترة السنت في حال تمّ التوافقية الزمانية بين الحق المأثور، هناك العديد من الألعاب والأنشطة التي يمكن القيام بها.

4- اقتراح الحلول والذمكار:

عند أن يطبق هذه الأفكار المعايير التالية:

- 1- الجميع يستمتع بها
- 2- لا تضر أي شخص أو المبادئ والقيم
- 3- يمكن تطبيقها في كل العصور القديمة

الذمكار:

- 1- لعبة من وبعسر
- 2- لعبة معاصي الدفاع
- 3- لعبة الزاوية
- 4- لعبة حركة حركة
- 5- لعبة قال المعلم

5- تسعس القرار الجماعي (بناء الاجتماع):

لنحاول معاً، الاجتماع والاتفاق على نشاط الذي سيتم تطبيقه خلال اليوم المأثور وسأخبركم جميعاً دونه استثناء

6- الخاتمة:

هل قمتم بالتسريع من رأيك؟ نعم () لا ()

هل قام الطلاب باحترام رأيك؟ نعم () لا ()

ما هي الأفكار التي وجدتموها للتحسين؟

التموافق بين رأي واحد وتعاون زملائك من اختيار قائد للجلسة وعلمهم هل استمتعتم بجلسة اليوم؟

ملاحظة: ما الذي تمّ تسعس للجلسة المقادمة التوافق وتطبيق التوافق بشكل أفضل

Class wallpaper magazine

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session himself, he may do so and take on the roles assigned to the council.

Session Description: The Discussion Council and the class decorate the classroom by making wall magazines that contain drawings, articles, and various information collected and prepared by the students. The class wall magazine can be made and changed every semester or every month to become a regular magazine.

Target Grades: Grade 1 to 10

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. Encourage students to participate actively and review discussion manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her duties.	<ul style="list-style-type: none"> Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> Introduce the topic and purpose of the discussion. Remind students of debate etiquette and encourage them to adhere to it. 	<ul style="list-style-type: none"> Welcome to a discussion session entitled "Class wallpaper magazine", the aim of which It is the design of a class wall magazine that expresses our interests, hobbies, information we would like to share with everyone and more. During the session, I remind you to follow the four discussion manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.

Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> 1. Ask students to express their idea and concept of the magazine and the class magazine. 2. Ask students about the purpose of making a wall or wall magazine. 	<ul style="list-style-type: none"> • I welcome colleagues to today's panel discussion. • Our topic is the Class Wall Journal. • What is a class wall magazine? • What is the purpose of making a wall magazine? What will we gain from it? • What are the topics that make up the journal? • Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> 1. Help students answer the facilitator's questions. 2. Explain to students what a wall journal is, its importance, and the topics it contains. 	<p>The wall magazine or wall magazine is one of the most important student activities in institutions that achieve many educational, cultural and educational goals, and it is one of the means of activating students and activating their abilities and talents. It is characterized by being a platform and an opportunity for students to express their interests, opinions, ideas, and whatever is in their chests, and being one of the best means of disseminating culture and information at the greatest speed and at the lowest possible material cost.</p> <p>The magazine consists of a variety of information, opinions, and entertainment, and may cover current events and fashion, or explain how to repair equipment and prepare food, hobbies, medicine, science, and sports, in addition to fiction, poetry, and photography.</p> <p>The importance of a wall magazine</p> <ul style="list-style-type: none"> • Disseminating linguistic, literary and historical information that contributes to raising students' awareness in different fields. • Promote cooperation between students to improve the classroom environment and spread positivity. • Enabling students to discover and showcase their abilities intellectually, culturally, linguistically, and artistically.

Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Ask the students about the topics they would like to cover when preparing. 2. Ask the students for details about the topic they will be preparing. 3. Ask for the teacher's help when need 	<ul style="list-style-type: none"> • There are several topics we can add to the magazine. Such as: Information, opinions, entertainment, current events, fashion, how to repair equipment, food preparation, hobbies, medicine, science, sports, nonfiction, poetry, and photography. • Which of these topics would you like us to focus on when creating our magazine? Not all topics need to be selected for the magazine. • What ideas do you suggest we bring for each theme? For example, entertainment: What kind of entertainment will you prepare? Is it cultural trivia, a trivia game, complete a drawing, and so on?
	Teacher	<ol style="list-style-type: none"> 1. Help students in proposing topic and ideas. 2. Make sure that the proposed ideas are ones that the students can prepare. 	
	Whiteboard Notetaker	<ol style="list-style-type: none"> 1. Record the topics that students would like to cover when preparing the magazine. 2. Record the ideas that students would like to prepare for each topic. 	

Making Collaborative Decisions	Facilitator	<ol style="list-style-type: none"> 1. Ask for the teacher's help in categorizing and prioritizing similar ideas. 2. Ask students what materials are needed to make the magazine. 3. Ask students what tasks they need to do to implement each idea. 4. Divide students into groups with each group responsible for implementing one of the ideas. *All students must participate in implementing these ideas. 	<ul style="list-style-type: none"> • Let's go back to the topics we agreed to include in the magazine. The first topic is And we're going to set up an idea... • What materials do we need to prepare the board? • Who wants to take responsibility for the first topic? Let's sign up. The second topic is
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	Teacher	<ol style="list-style-type: none"> 1. Help the facilitator sort through the proposed ideas, starting with the inappropriate ones and explaining why to everyone. 2. Sort all the ideas into several groups based on similarities, differences, and connections. Take an idea and ask them (Is it similar to this proposal? How about we put them together? Is this idea redundant? How about we keep just one?) 3. Help students come up with final ideas that they will implement based on their importance and priority. 4. Help students identify the materials and tools they need to secure for the painting. Such as cardboard, glue, etc. 	<p>Consensus is built and categorized opinions are reconciled in these ways:</p> <ul style="list-style-type: none"> • Combining several ideas together. • Creating a new idea by adopting the good points of the most desirable ideas. • Identify multiple ideas and implement them bit by bit.
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Distribute (group cards or action plan) to the students. Note: The group card is used for actions that will be applied periodically throughout the school year, while the action plan is used for actions that will be applied only once during the school year. 2. Explain to students the importance of recording procedures and implementation steps. 3. Go around the class and make sure everyone is filling in the information correctly. 	<ul style="list-style-type: none"> • Now let's divide ourselves into groups based on the ideas we are going to implement. Please sit in groups and fill out the Group Card or Action Plan. • The purpose of the Group Cards or Action Plan is to remind us of the actions we agreed to implement during the school year, which we will review during the review session.
	Report Notetaker	<ol style="list-style-type: none"> 1. Change the order of ideas as dictated by the teacher and facilitator. 2. Record the names of the students who will implement each idea. 	

Wrap-Up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise students for following discussion manners and praise some of them by name. 2. Ask students Exit Card questions to end the session and record your feedback. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "Class wallpaper magazine" • Now I will ask you the Exit Card questions, and I hope you will answer clearly.
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		3. Ask the teacher if he or she has any comments to share before the session ends.	
	Teacher	<ol style="list-style-type: none"> 1. Share your feedback on the session in general. 2. Assign a student to make a board and hang it in the classroom with the procedures for choosing the right job or career. 3. Encourage students to think about their future job and try to identify it by following the steps that have been agreed upon. 	
	Report Notetaker	<ol style="list-style-type: none"> 1. Write down the teacher's comments on the report. 2. Share the report with the teacher to write his remarks and save the report in a file. 	

Activity photos



Maintaining the Cleanliness of Our Class

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session himself, he may do so and take on the roles assigned to the council.

Session Description: The Discussion Council the actions the class needs to take in order to keep the classroom environment clean and beautiful. After agreeing on the actions, they divide themselves into groups to take responsibility for implementing these actions.

Target Grades: Grade 1 to 10

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. Encourage students to participate actively and review discussion manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her duties.	<ul style="list-style-type: none"> Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> Introduce the topic and purpose of the discussion. Remind students of debate etiquette and encourage them to adhere to it. Hang the pictures attached to the plan on the board (or find other pictures that may be more appropriate and print them in advance to illustrate the difference between clean and unclean classrooms and their impact on students' happiness and motivation to study). 	<ul style="list-style-type: none"> Welcome to a discussion session entitled "Maintaining the cleanliness of our class", the aim of which It is the identification and actions that we must take together in order to keep our classroom environment beautiful, clean, and comfortable for everyone. During the session, I remind you to follow the four discussion manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.

Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> 1. Stimulate students' thinking and interest by drawing their attention to the pictures and asking them questions about them. 2. Ask students to express their perception of a clean classroom environment. 	<ul style="list-style-type: none"> • I welcome colleagues to today's debate. • Our topic is "Keeping our classroom clean". • Would you please look at these pictures on the board and comment on them. Who can describe what the first picture shows? What about the second picture? • What is the relationship or difference between these pictures? • How do these images relate to the topic of today's discussion? • For each of you, what kind of classroom environment would you like to be in? • Is keeping the classroom clean something we all enjoy? • Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> 1. Help students answer the facilitator's questions. 	

Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Encourage students to think about the characteristics of a clean classroom. And then suggest ideas that can contribute to keeping the classroom clean or 2. Ask students about possible solutions and actions they can take to keep the classroom clean. 3. Ask for the teacher's help when needed. 	<ul style="list-style-type: none"> • When we say this class is clean, what exactly does that mean? What are the characteristics of a clean class? • What can we do for our class to make it our favorite class? • What ideas do you have for keeping the classroom clean and beautiful? • What ideas would you suggest we implement over the course of an entire school year on a regular basis? • What ideas can we do every day to keep the classroom clean? • What ideas would you suggest as a one-time event in the school year to reinforce the idea of keeping the classroom clean?
	Teacher	<ol style="list-style-type: none"> 1. Help students propose solutions and arrange them in steps. 2. Make sure that the solutions and ideas proposed are related to the issue and are practical and realistic 	

		that all students can apply in their daily lives. 3. If necessary, rephrase the solutions and ideas.	
	Whiteboard Notetaker	Record students' proposed solutions.	

Making Collaborative Decisions	Facilitator	<ol style="list-style-type: none"> 1. Ask for the teacher's help in categorizing and prioritizing similar ideas. 2. Help students select and prioritize the ideas that you will implement. Use voting if necessary. 3. Ask students what tasks they need to do to implement each idea. 4. Divide students into groups with each group responsible for implementing one of the ideas. *All students must participate in implementing these ideas. 	<ul style="list-style-type: none"> • What are the tasks or actions we need to take in order to implement the first idea? What about the second idea? • Who is willing to take the initiative to implement the first idea, the second idea, etc.
	Teacher	<ol style="list-style-type: none"> 1. Sort through the proposed ideas, starting with the ones that are inappropriate and explaining why to everyone. Emphasize that all solutions have value and will be treated with respect. 2. Ask students to help you sort all the ideas into several groups based on similarities, differences, and connections. Take an idea and ask them (Is it similar to this proposal? How about we put them together? Is this idea redundant? How about we keep just one?) 3. Help students come up with the required steps. 	<ul style="list-style-type: none"> • Consensus is built and categorized opinions are reconciled in these ways: <ol style="list-style-type: none"> 1. Combining several ideas together. 2. Creating a new idea by adopting the good points of the most desirable ideas. 3. Identify multiple ideas and implement them bit by bit.
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Distribute (group cards or action plan) to the students. Note: The group card is used for actions that will be applied periodically throughout the school year, while the action plan is used 	<ul style="list-style-type: none"> • Now let's divide ourselves into groups based on the ideas we are going to implement. Please sit in groups and fill out the Group Card or Action Plan. • The purpose of the Group Cards or Action Plan is to remind us of the actions we agreed to implement during the school

		for actions that will be applied only once during the school year. 2. Explain to students the importance of recording procedures and implementation steps. 3. Go around the class and make sure everyone is filling in the information correctly.	year, which we will review during the review session.
	Report Notetaker	1. Change the order of ideas as dictated by the teacher and facilitator. 2. Record the names of the students who will implement each idea.	

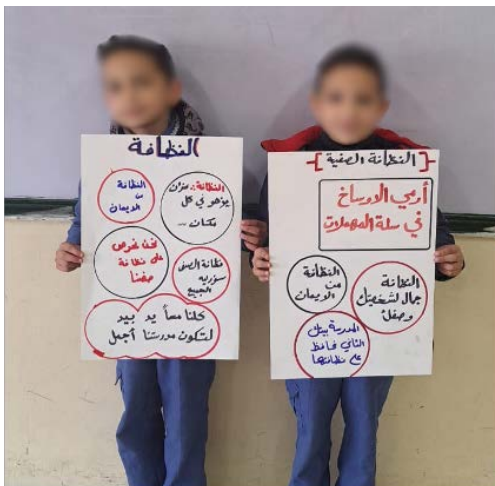
Wrap-Up	Facilitator Assistant	1. Praise students for following discussion manners and praise some of them by name. 2. Ask students Exit Card questions to end the session and record your feedback. 3. Ask the teacher if he or she has any comments to share before the session ends.	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "Maintaining the cleanliness of our class" • Now I will ask you the Exit Card questions, and I hope you will answer clearly.
	Teacher	1. Share your feedback on the session in general. 2. Assign a student to make a board and hang it in the classroom with the procedures for choosing the right job or career. 3. Encourage students to think about their future job and try to identify it by following the steps that have been agreed upon.	
	Report Notetaker	1. Write down the teacher's comments on the report. 2. Share the report with the teacher to write his remarks and save the report in a file.	

Image 1



Image 2





Independence Day

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session himself, he may do so and take on the roles assigned to the council.

Session Description: The Discussion Council and classmates will select a set of ideas to implement inside or outside the classroom to celebrate Jordan's Independence Day. The nature of the ideas presented will vary depending on the students' age group. The Discussion Council may prepare a short theatrical performance, puppet show, slideshow presentation, video, or patriotic music related to the topic to stimulate students' thinking and increase their enthusiasm.

Target Grades: Grade 1 to 10

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. Encourage students to participate actively and review discussion manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her duties.	<ul style="list-style-type: none"> Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> Identify the topic and purpose of the discussion. Remind the students of discussion manners and encourage them to adhere to it. 	<ul style="list-style-type: none"> Welcome to a discussion session entitled "Independence Day", the aim It is the celebration of Independence Day. During the session, I remind you to follow the four discussion manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.

Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> Instruct students to pay attention to the discussion group's presentation—if the discussion group has prepared a theatrical presentation, video, or other presentation—then ask 	<ul style="list-style-type: none"> Welcome colleagues to today's discussion session. Our topic is (Independence Day). What do you think of the presentation given by the Council? Did you like it? Who can summarize it for us?
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		<p>the discussion group to begin their presentation.</p> <ol style="list-style-type: none"> 2. Ask students what autonomy means. 3. Thank students for their efforts to clarify what autonomy means and share the correct definition. 4. Ask students what it means for a society to be independent. 5. Thank students for their efforts to clarify what an independent society means and share the correct definition. 6. Ask students what it means for a country to be independent. 7. Thank students for their efforts to clarify what an independent country means and share the correct definition. 8. Ask students why they feel proud of their country's independence. 	<ul style="list-style-type: none"> • In order to properly understand the concept of independence, we must clarify the meaning of autonomy. Who can explain to us what is meant by autonomy, or what we mean when we hear someone say they are autonomous? • Autonomy: It means the ability to do things on your own, such as tying your shoes, choosing your clothes, or packing your school bag. And we can say, "When did you learn to ride your bike without help?" That's a kind of independence! • Now, what do you think is meant when we say that this community or this family is independent? • We can explain the meaning of an independent community and family as a family that manages its household affairs alone without interference from others, as well as society. • Now, who can explain to us the meaning of independence? What do we mean when we say an independent state? • An independent state is a sovereign state, meaning it enjoys self-governance and exercises its internal and external powers without interference or subordination from any other state or international authority. In other words, it is a state capable of making its own decisions and implementing them within its territory without external dictates. • Are you proud that the Hashemite Kingdom of Jordan is an independent state? • What does it mean to you to live in an independent country? • Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> 1. Help students answer the facilitator's questions. 2. Ensure students understand the meaning of self-reliance, community independence, and state independence. 	<p>What does it mean to live in an independent country? These points may offer an answer:</p> <ul style="list-style-type: none"> • Freedom to shape your future: Independence means that your people have the right to make their own decisions—about education, culture, the economy, and values. It is a great gift, the ability to shape your destiny without external control. • Cultural identity and pride: An independent state can preserve and celebrate its language, traditions, and stories. This

			<p>means that your heritage is not just remembered—it is lived, taught, and passed on with pride.</p> <ul style="list-style-type: none"> • Sacrifice and resilience: Independence often comes after struggle. Pride means honoring those who stood up for justice, dignity, and self-governance. Their courage is part of your national DNA. • A voice in the world: An independent state has a seat at the global table. It can speak for its people, build alliances, and contribute to solving the world's challenges—from climate change to peacebuilding. • Hope for the next generation: Independence gives you the opportunity to build a better future—schools that reflect your values, businesses that serve your people, and dreams that are rooted in your land.
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Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Share with students a list of notes related to student suggestions for inclusion. 2. Ask students about activities or initiatives they would like to suggest to spread positivity throughout the school. 3. Ask the teacher for help when needed. 	<ul style="list-style-type: none"> • Before we begin suggesting activities and initiatives, I would like to share some observations with you: <ul style="list-style-type: none"> ➤ All students in the class should take part in preparing, organizing, and implementing these activities and initiatives, each according to their ability and creativity. ➤ Suggestions should be inexpensive. ➤ Suggestions should achieve the goal of spreading positivity throughout the school. • What would encourage the rest of the school's students to come to school and have a great time? • What activities or initiatives would make the school's students excited to try or participate in? • Teacher, do you have any comments?
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	Teacher	<ol style="list-style-type: none"> 1. Add any comments before making suggestions. 2. Help students suggest ideas that are easy to implement, affordable, and accessible to everyone. 	<p>There are many creative and meaningful ways students can celebrate Independence Day. This is a combination of fun, educational, and expressive ideas that inspire pride and engagement:</p> <ul style="list-style-type: none"> • Creative expressions: such as creating a "Freedom Art Gallery," where students create paintings or artwork that showcase what independence means to them, whether personally or nationally. Flag making: where students use recycled materials to create flags or national symbols, then display them around the school. A National Costume Show: where students dress up as historical figures or traditional clothing in national colors. • Drama and storytelling: such as short plays, skits, poetry, and public speaking on themes related to freedom, unity, and cultural pride. Musical performances or cultural dances. • Educational activities: such as creating a "Freedom Fighters Timeline Wall," where students create a visual timeline of important events and figures in the independence journey. Or, an "Independence Day Quiz," where students organize a fun trivia quiz that includes questions about history, geography, and national symbols. Or, for example, the "Letter to Homeland" idea, where students write touching letters imagining what they would say to their homeland if it were a person. <p>Other ideas include:</p> <ul style="list-style-type: none"> • Designing a tree sculpture where students write a word expressing their love for their homeland on colored paper, then hanging the paper on the tree. • Planting a tree to celebrate Independence Day. • Organizing a school trip to the Jordan Museum, for example. • Creating a "Freedom" mural, a bulletin board in the school hallways where students post their drawings expressing independence, quotes, or pictures that reflect national pride.
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	Whiteboard Notetaker	Record the ideas students suggest.	
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Making Collaborative Decisions	Facilitator	<ol style="list-style-type: none"> 1. Ask the teacher for help in classifying and organizing similar ideas. 2. Ask the students about the time required to prepare and implement each idea. 3. Exclude ideas that require a significant amount of time and effort. 4. Determine with the students which ideas will be selected for implementation on Independence Day. A vote may be used to agree on a single idea. 5. Ask the students about the materials needed for each idea they agree on. 6. Divide the students into groups, with each group responsible for one idea, including preparing and arranging the necessary materials, tools, exercises, etc. 	<ul style="list-style-type: none"> • We will now categorize and arrange your suggestions together. • After we have arranged the suggestions, let's determine the time required to implement each idea. How long will the first idea take to implement? What about the second idea? etc. • How about we hold a vote to choose the most requested ideas? Those who wish to choose the first activity, raise their hand... etc. • What materials do we need to prepare and set up this idea? • We must all take roles in implementing the idea we have agreed upon. So, let's break the idea down into smaller tasks. Who would like to take responsibility for the first task...
	Teacher	<ol style="list-style-type: none"> 1. Help the facilitator sort and categorize ideas, excluding any that don't fit, and explain why. 2. Help students reach agreement on one idea they want to implement. 3. Help students identify the materials, tools, exercises, etc. they need to implement the idea. 	<p>Consensus and reconciliation between categorized opinions are built through the following methods:</p> <ul style="list-style-type: none"> • Combining multiple ideas together. • Creating a new idea by adopting the good points of the most popular ideas. • Identifying multiple ideas to implement gradually.
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Explain to students the importance of recording procedures, implementation steps, and the names of the people responsible for each task. 2. Record the required information in the action plan 	<ul style="list-style-type: none"> • Now, let's divide ourselves into groups based on the ideas we will implement. Please sit together in groups and complete the Action Plan. <p>The purpose of the Action Plan is to remind us of the actions we agreed to implement to celebrate Independence Day. After</p>

		after all students have approved it.	implementing them, we will hold a review session.
	Report Notetaker	<ol style="list-style-type: none"> 1. Change the order of ideas as directed by the teacher and facilitator. 2. Record the students' names and the roles they will assume. 	

Wrap-Up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise students for following discussion manners and praise some of them by name. 2. Ask students Exit Card questions to end the session and record your feedback. 3. Ask the teacher if he or she has any comments to share before the session ends. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "Independence Day". • Now I will ask you the Exit Card questions, and I hope you will answer clearly.
	Teacher	<ol style="list-style-type: none"> 1. Share your feedback on the overall session. 2. Share your tips on organizing time, assigning roles, and setting implementation dates. 3. Later, supervise the implementation process and schedule a review session. 	<ul style="list-style-type: none"> • You could add a homework assignment for students titled, "What makes me proud of my country?" Have students write poems, draw symbols, or create a "pride wall" with their answers and then hang them all up in the classroom.
	Report Notetaker	<ol style="list-style-type: none"> 1. Write down the teacher's comments on the report. 2. Share the report with the teacher to write his remarks and save the report in a file. 	

Activity Photo



Mother's Day

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session himself, he may do so and take on the roles assigned to the council.

Session Description: The Discussion board and classmates identify a set of ideas to implement to show appreciation and love for all mothers. The discussion Council also emphasizes that motherhood is not limited to the biological mother; many women, teachers, sisters, and others practice motherhood with the children around them. Therefore, Mother's Day is not only about appreciating the efforts of the biological mother, but also about appreciating all mothers.

Target Grades: Grade 1 to 10

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. Encourage students to participate actively and review discussion manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her tasks.	<ul style="list-style-type: none"> Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> Identify the topic and purpose of the discussion. Remind the students of discussion manners and encourage them to adhere to it. 	<ul style="list-style-type: none"> Welcome to a discussion session entitled "Mother's Day", the aim It is an appreciation of the efforts of all those who practice motherhood towards us. During the session, I remind you to follow the four discussion manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.
	Whiteboard Notetaker	1. Write the following verse: "And We have enjoined upon man, concerning his parents. His mother carried him with hardship and brought him forth with hardship, and his gestation and weaning [period] is thirty months. [He says],	

		<p>'Be grateful to Me and to your parents. To Me is the final destination.'" (Luqman 14).</p> <p>2. Write the following hadith: Abu Hurairah said: A man came to the Messenger of Allah (peace and blessings be upon him) and said, "O Messenger of Allah, who among people is most deserving of my good companionship?" He said, "Your mother." He said, "Then who?" He said, "Your mother." He said, "Then who?" He said, "Your father." Agreed upon.</p>	
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Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> 1. Let a student read aloud the Quranic verses and hadiths written on the board to the class. 2. Ask the students about the meaning of these Quranic verses and hadiths. 3. Ask the students about the status and value of mothers in Islam. 4. Ask the students why Mother's Day is celebrated. 	<ul style="list-style-type: none"> • Welcome colleagues to today's discussion session. • Our topic is "Mother's Day." • First, who would like to recite the verse written on the board? • Now, who can recite the hadith? • What do you understand from the verse and hadith? Who can explain them to us? • Who can explain the value of mothers in Islam, as you understand them? • Why do you think Mother's Day is special compared to other days? And why is mothers special? What makes them special? • Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> 1. Help students answer the facilitator's questions. 2. Explain the status and value of mothers to students. 3. Explain to students the true meaning of motherhood. 	<ul style="list-style-type: none"> • Islam recommended treating one's mother, maternal uncles, and paternal aunts with kindness, just as it recommended treating one's paternal uncles and paternal aunts with kindness. One of the hadiths that prove this is that a man came to the Prophet (peace and blessings be upon him and his family) and said, "O Messenger of God, I have committed a grave sin. Is there any repentance for me?" He asked, "Do you have a mother?" He replied, "No." He asked, "Do you have an aunt?" He replied, "Yes." He said, "Then be dutiful to her." (Sahih al-Tirmidhi: 1904) • As for motherhood, there are many mothers who do not bear and give birth to a child but rather adopt or take on the responsibility of raising and caring for them after the child loses their biological

			<p>mother. These mothers perform the duties of a mother to their child and deserve appreciation. There are other women whose role is to care for, nurture, and care for children, showing them compassion and tenderness until they grow up, and they too deserve appreciation like mothers.</p> <ul style="list-style-type: none"> • While many can show love and care, there are certain things a mother offers that are truly unique—woven of instinct, sacrifice, and a deep emotional connection. Here are some of them: <ul style="list-style-type: none"> Unparalleled emotional intuition: A mother often feels what her child is feeling—even without words. That quiet look, that sigh—only she knows. ➤ Unconditional shelter: No matter your age, a mother's presence can feel like home. Her embrace, her voice, and even her scent can bring comfort in a way no one else can. ➤ Endless patience and sacrifice: From sleepless nights to silent prayers, mothers often give without expecting anything in return. ➤ A love that evolves with you: A mother's love grows with you. It goes from holding your hand to letting go, from guiding your steps to cheering you on from afar. It is resilient, strong, and enduring.
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Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Share with the students a list of notes related to the student suggestions for inclusion. 2. Ask students for ideas they would like to share for Mother's Day. 3. Ask the teacher for help if needed. 	<ul style="list-style-type: none"> • Before we begin suggesting activities and initiatives, I would like to share some observations with you: <ul style="list-style-type: none"> ➤ All students in the class should take part in preparing, implementing, and implementing these ideas, each according to their ability and creativity. ➤ Suggestions should be inexpensive.
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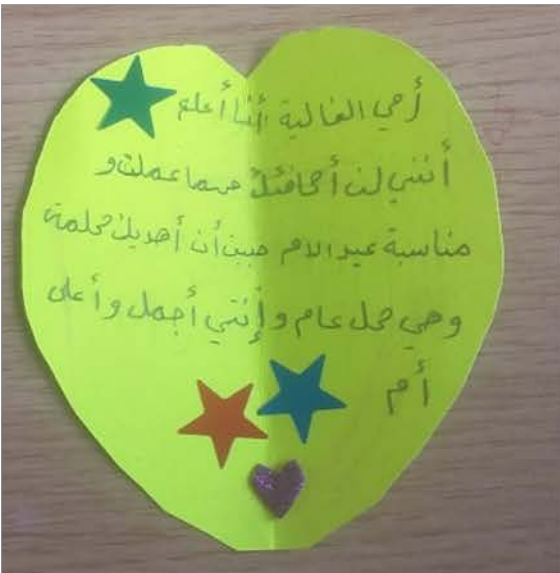
			<p>➤ Suggestions should achieve the goal of showing appreciation to every mother or anyone who plays the role of a mother.</p> <ul style="list-style-type: none"> • What would you suggest to show our appreciation to all mothers, whether our biological mothers, our teachers, or our grandmothers? • What ideas do you think our mothers would most like and be most excited about? • Teacher, do you have any comments?
	Teacher	<ol style="list-style-type: none"> 1. Add any comments before making suggestions. 2. Help students suggest ideas that are easy to implement, affordable, and accessible to everyone. 	<p>Appreciating mothers can be as simple as a heartfelt word or as creative as a handmade surprise. Here are some thoughtful and creative ways, perfect for students and even community events:</p> <ul style="list-style-type: none"> • Words from the Heart: Students write short letters or notes expressing what they love most about their mothers. • Or create "Ten Things I Love About You" cards, where students list ten unique things they appreciate about their mother, caregiver, or teacher—funny, sweet, or surprising! • Organize performances and celebrations: Such as a Mother's Day play, where children act out scenes that showcase how mothers are everyday heroes. • Poetry or song performances about mothers. • "Mother's Day" vouchers: Students design cards or vouchers for their mothers with phrases like "Free Hugs," "Breakfast in Bed," or "A Kiss on the Hand!" If the mother chooses one of these cards, the student must wear it. • Create a mothers' wall, like a bulletin board filled with drawings, photos, and messages celebrating mothers, their work, and their accomplishments. You can also portray mothers as superheroes.
	Whiteboard Notetaker	Record the ideas students suggest.	

Making Collaborative Decisions	Facilitator	<ol style="list-style-type: none"> 1. Ask the teacher for help in classifying and organizing similar ideas. 2. Ask the students about the time required to prepare and implement each idea. 3. Exclude ideas that require a significant amount of time and effort. 4. Determine with the students which ideas will be selected for implementation on Independence Day. A vote may be used to agree on a single idea. 5. Ask the students about the materials needed for each idea they agree on. 6. Divide the students into groups, with each group responsible for one idea, including preparing and arranging the necessary materials, tools, exercises, etc. 	<ul style="list-style-type: none"> • We will now categorize and arrange your suggestions together. • After we have arranged the suggestions, let's determine the time required to implement each idea. How long will the first idea take to implement? What about the second idea? etc. • How about we hold a vote to choose the most requested ideas? Those who wish to choose the first activity, raise their hand... etc. • What materials do we need to prepare and set up this idea? • We must all take roles in implementing the idea we have agreed upon. So, let's break the idea down into smaller tasks. Who would like to take responsibility for the first task...
	Teacher	<ol style="list-style-type: none"> 1. Help the facilitator sort and categorize ideas, excluding any that are inappropriate and explaining why. 2. Help students reach agreement on one idea they want to implement. 3. Help students identify the materials, tools, exercises, etc. they need to implement the idea. 	<p>Consensus and reconciliation between categorized opinions are built through the following methods:</p> <ul style="list-style-type: none"> • Combining multiple ideas together. • Creating a new idea by adopting the good points of the most popular ideas. • Identifying multiple ideas to implement gradually.
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Explain to students the importance of recording procedures, implementation steps, and the names of the people responsible for each task. 2. Record the required information in the action plan after all students have approved it. 	<ul style="list-style-type: none"> • Now, let's divide ourselves into groups based on the ideas we will implement. Please sit together in groups and complete the Action Plan. <p>The purpose of the Action Plan is to remind us of the actions we agreed to implement to celebrate Independence Day. After implementing them, we will hold a review session.</p>
	Report Notetaker	<ol style="list-style-type: none"> 1. Change the order of ideas as directed by the teacher and facilitator. 2. Record the students' names and the roles they will assume. 	

Wrap-Up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise students for following discussion manners and praise some of them by name. 2. Ask students Exit Card questions to end the session and record your feedback. 3. Ask the teacher if he or she has any comments to share before the session ends. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "Mother's Day". • Now I will ask you the Exit Card questions, and I hope you will answer clearly.
	Teacher	<ol style="list-style-type: none"> 1. Share your overall feedback on the session. 2. Share your tips for appreciating all mothers, not just the biological mother. 3. Ask the students if they know of other verses or hadiths that highlight the status and value of mothers. 4. Share some ideas on how to appreciate and love mothers at home. 5. Supervise the implementation of these ideas later and schedule a review session. 	<ul style="list-style-type: none"> • Al-Bazzar narrates that a man was performing the Tawaf, carrying his mother, and asked the Prophet (peace and blessings be upon him and his family): "Have I fulfilled my duty toward her?" He replied: "No, not even a single sigh." • Other ways to express love and appreciation for mothers include: <ul style="list-style-type: none"> ➤ Respect: It is our duty as children to respect our mothers, not disobey their commands, and listen to their advice. ➤ Appreciating her efforts: Mothers often work hard at home or at work, and so it is our duty as children to appreciate her efforts, no matter how hard they are, and to extend greetings and thanks to her for all the efforts she makes to make us happy, honor us, raise us, and provide us with a decent life. ➤ Compliment and Flirt with Her: Compliment your mothers and address them with words filled with joy and flirtation. In doing so, you will make them happy and bring joy to their hearts. ☺ ➤ Protect her and refrain from harming her: Refrain from harming your mothers, not with words or offensive phrases, nor even with physical harm. ➤ Organize your room and home: Arrange your rooms and beds, and your mothers will be the happiest women in the world. ➤ Buy her what she loves: This is one of the ways we can bring happiness to our mothers' hearts. Buy them what they love, such as cookies and gum.

			➤ Take her out for a walk: One of the easy things to do is to set aside one day a week to take her out for a walk.
	Report Notetaker	<ol style="list-style-type: none"> 1. Write down the teacher's comments on the report. 2. Share the report with the teacher to write his remarks and save the report in a file. 	

Activity photos



Planning Activities for Lower Grade

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session himself, he may do so and take on the roles assigned to the council.

Session Description: The Discussion Council and classmates identify fun and educational group activities and games to implement with the school's youngest class, fostering a sense of belonging to the school community.

Target Grades: Sixth through tenth grade.

Target Grades: Grade 6 to 10

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. Encourage students to participate actively and review discussion manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her duties.	<ul style="list-style-type: none"> Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> Identify the topic and purpose of the discussion. Remind the students of discussion manners and encourage them to adhere to it. 	<ul style="list-style-type: none"> Welcome to a discussion session entitled "Planning activities for lower grade", the aim It is to agree on games and activities to implement with the youngest class in our school to strengthen our belonging and their belonging to the school community. During the session, I remind you to follow the four discussion manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.

Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> 1. Ask students if they have younger siblings. How they help them at home and spend their time with them. 2. Ask students what the purpose of planning a fun activity is. 3. Ask students to express their opinion about the idea of the activity. 	<ul style="list-style-type: none"> • I welcome colleagues to today's discussion session. • Our topic is "Planning activities for lower grade". • Who among you has younger siblings? Can you tell us how you take care of them? • How do you think children feel when someone older than them listens to them and plays with them? • How does spending quality time with younger children affect us and them? • What is the purpose of trying fun group activities and games? • What do you think about the idea of deciding and planning a fun activity for the next class? How do you feel? • Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> 1. Help students answer the facilitator's questions. 2. Help students understand the impressions of their younger siblings when they are being cared for by their older siblings. 3. Explain to students the impact of caring for children and younger siblings on the development of their personalities. 4. He likened younger siblings to students in younger grades and helped students relate the facilitator's questions to the title and purpose of the session. 	<p>When older siblings take on a caring role, younger children may experience a wide range of emotions - some touching, others more complex. On the positive side, many children feel safe, loved and proud when an older sibling takes care of them. This bond can create a sense of security and closeness, especially if the older sibling is affectionate and attentive. It's like having a best friend who also knows how to tie your shoes and hide extra candy for you.</p> <p>But it's not always all joy and bedtime stories. Some children may feel ignored or resentful, especially if the older sibling is overly bossy or if the care is more controlling than nurturing. Others may be confused about roles - wondering why their sibling is acting like a parent instead of just a brother or sister.</p> <p>Spending quality time with younger siblings promotes maturity and empathy and deepens relationships. Other effects that older siblings gain from taking care of their younger siblings include</p> <ul style="list-style-type: none"> • Emotional growth: Older siblings often gain a stronger sense of empathy and patience. Emotional intelligence deepens as they learn to read moods, console distress, or celebrate small victories. • Leadership and responsibility: Taking on a mentoring role helps older siblings build confidence and a sense of purpose. They

			<p>often become more aware of their actions and how they affect others, which can translate into stronger leadership skills in school or social settings.</p> <ul style="list-style-type: none"> • Communication skills: Explaining things in simpler terms, resolving conflicts, or even just engaging in playful banter helps older siblings improve the way they express themselves. It's like a crash course in age-appropriate communication. • • Identity and self-esteem: Admiring others can boost Big Brother's self-esteem. They may begin to see themselves as a role model, which can positively shape their behavior and choices.
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Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Ask students what notes students should pay attention to and adhere to when conducting an activity or game with students from younger grades to ensure a fun and rewarding time. 2. Ask students what activities and games they would like to try or implement with the youngest class in the school. 3. Ask the teacher for help when needed. 	<ul style="list-style-type: none"> • What are the notes that we should pay attention to and adhere to when conducting any activity or game with students from the younger grades. • Before we start suggesting games and activities, I would like to share with you some of the rules: <ol style="list-style-type: none"> 1. Activities should be implemented during one class period only. 2. All young students must participate in the proposed games and activities. 3. The suggested games and activities should be inexpensive. • After categorizing and organizing the suggestions. Let's listen to you one by one. • Teacher, do you have any comments?
	Teacher	<ol style="list-style-type: none"> 1. Add any notes before suggesting activities that you find appropriate. 2. Help students suggest activities and games. 3. Make sure that the ideas suggested are ones that all young 	<p>When planning an activity with younger siblings, here are some notes that may help you make the time fun and meaningful for all participants:</p> <ul style="list-style-type: none"> • Choose an activity that suits their age and interests: Choose an activity that is exciting and easy for them to do. Whether it's

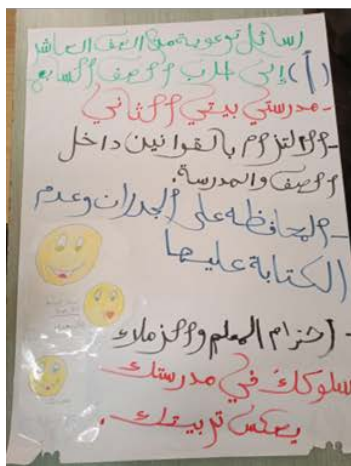
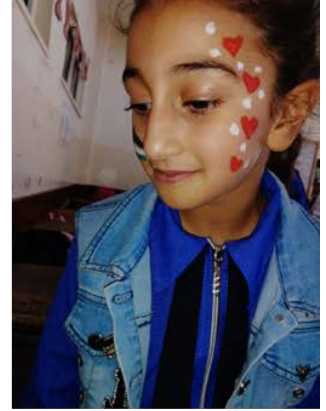
		students can participate in and enjoy.	<p>storytelling, crafts, or a scavenger hunt, the goal is to keep up with their growth.</p> <ul style="list-style-type: none"> • Make the activity fun, not paternalistic: Even if you are supervising the activity, try to stay in the “fun sibling” zone rather than becoming a strict adult. Let them feel like you're participating in the activity, not just managing them. • Be fully present: Stay away from any distractions, kids get distracted, and there's nothing like the feeling of being someone else's entire world for a brief period of time. • Set gentle boundaries: If the activity involves rules (such as taking turns or using materials safely), explain them clearly and kindly. Regulation helps children feel safe, especially when it's presented with warmth and affection. • Let them lead sometimes: Give them space to make decisions, such as choosing the color of the paper or deciding the next step in the game. This builds trust and makes the experience more collaborative. • Celebrate the little details: Whether they draw a wobbly star or tell a silly joke, show genuine enthusiasm. Your encouragement will become part of their inner voice. • Reflect later: Ask them what they liked best or what they would like to do next time. This shows you value their opinion and helps build anticipation for future moments together.
	Whiteboard Notetaker	<ol style="list-style-type: none"> 1. Write down the notes to consider when implementing the activities to ensure a fun and meaningful time with young students. 2. Write down activities and games suggested by students. 	

Making Collaborative Decisions	Facilitator	<ol style="list-style-type: none"> 1. Ask for the teacher's help in categorizing and arranging similar activities and games together. 2. Ask students how much time is needed for each activity. 	<ul style="list-style-type: none"> • We will now categorize and organize your suggestions. • Now that we have categorized the suggestions, let's determine the time needed to implement each activity. How much time does the first activity take to
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		<ol style="list-style-type: none"> 3. Exclude activities and games that require more time than the class time. 4. Decide with the students which activities and games will be selected for the next class with young students, taking into account the duration of the activities and the length of the class. 5. Ask students about the materials needed for each activity. 6. Divide the students into groups so that each group is responsible for preparing the materials and tools needed for the activities. 	<p>implement? What about the second activity? etc.</p> <ul style="list-style-type: none"> • How about we take a vote to choose the most requested activities and games? Raise your hand if you want to choose the first activity, etc. • What materials do we need to prepare the board? • Who would like to take responsibility for preparing the materials and tools for the first activity? For the second activity...
	Teacher	<ol style="list-style-type: none"> 1. Help the facilitator sort and categorize the suggestions, starting with exclusion those that are inappropriate and explaining why to everyone. 2. Help students come to an agreement on the activities and games they want to implement. 3. Help students identify the materials and tools they need to secure in order to prepare for the activities. 	<p>Consensus is built and categorized opinions are reconciled in these ways:</p> <ul style="list-style-type: none"> • Combining several ideas together. • Creating a new idea by adopting the good points of the most desirable ideas. • Identify multiple ideas and implement them bit by bit.
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Show the (action plan) to the students. 2. Explain to the students the importance of recording the procedures, implementation steps, and the names of the people responsible for each task. 3. Record the required information in the action plan after all students agree to it. 	<ul style="list-style-type: none"> • The purpose of the Action Plan is to remind us of the actions we have agreed to implement in order to ensure that the tasks are completed within the specified timeframe. After the activity session, we will conduct the review.
	Report Notetaker	<ol style="list-style-type: none"> 1. Change the order of activities and games as dictated by the teacher and facilitator. 2. Record the names of the students who will prepare each part. 3. Write down when the activity session will be held. 	

Wrap-Up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise students for following discussion manners and praise some of them by name. 2. Ask students Exit Card questions to end the session and record your remarks. 3. Ask the teacher if he or she has any comments to share before the session ends. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "Planning activities for lower grade" • Now I will ask you the Exit Card questions, and I hope you will answer clearly.
	Teacher	<ol style="list-style-type: none"> 1. Share your remarks on the session in general. 2. Share your tips on how to organize time and play within the rules. 3. Assign one student to be the timer for the activities, and another student to be the referee. 4. If necessary, you can choose class delegates to carry out the fun activity with the younger students instead of the whole class. 5. Coordinate with the educator home class teachers of the target class to choose the right place, time, and day for the activity. 	
	Report Notetaker	<ol style="list-style-type: none"> 1. Write down the teacher's comments on the report. 2. Share the report with the teacher to write his remarks and save the report in a file. 	

Activity Photo



Spreading Positivity in School

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session himself, he may do so and take on the roles assigned to the council.

Session Description: The Discussion Council and class members identify a set of activities or initiatives they would like to implement on school campus to spread a positive atmosphere and boost student morale. Activities are one-time activities organized by students, such as the Jordanian Flag Day event. Initiatives are a set of actions students implement periodically and regularly throughout the school year, such as a recycling initiative or planting trees in the school garden.

Target Grades: Grade 6 to 10

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. Encourage students to participate actively and review discussion manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her duties.	<ul style="list-style-type: none"> Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> Identify the topic and purpose of the discussion. Remind the students of discussion manners and encourage them to adhere to it. 	<ul style="list-style-type: none"> Welcome to a discussion session entitled "Spreading positivity in school", the aim It is to come up with initiatives or activities that we can do to make our school environment more positive and welcoming to students. During the session, I remind you to follow the four discussion manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.

Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> 1. Ask students about the things that make school a place they love and feel comfortable and secure in. 2. Ask students if they can explain what they mean by positivity and spreading positivity at school. 	<ul style="list-style-type: none"> • Welcome colleagues to today's discussion session. • Our topic is "Spreading Positivity in School." • What motivates you to come to school in the morning? • Tell us about the things you like about your school and why. • What activities or initiatives have been implemented at your school this year and the previous year that you liked? Why? What are they special? • What is positivity? What drives spreading positivity in school? • What do you think of the idea of organizing activities and initiatives to spread positivity in school? What are your impressions? Are you excited about it? • Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> 1. Help students answer the facilitator's questions. 2. Remind students of activities and initiatives implemented during the year and the previous year. 3. Explain to students the importance of spreading positivity in school. 	<p>Positivity is: breaking out of one's shell, feeling responsible for individual and societal reform, changing reality, and achieving goals. It includes thinking and feeling, expecting good, looking at the bright side of life, trusting in God, being aware, being flexible, giving and courageous, being patient and simple, making decisive decisions, creating opportunities, and adhering to beneficial values and principles. Positivity makes a delicious drink out of lemonade.</p> <p>Spreading a positive atmosphere in school means creating an environment where students and reaches feel cared for, safe, and inspired. It's the little details that add up and grow like a snowball, such as exchanging smiles in the corridors , peers encouraging each other, and teachers celebrating effort as much as they celebrate achievement.</p> <p>It's not just about joy; it also includes fostering warmth, respect, and belonging. Examples include:</p> <ul style="list-style-type: none"> • Positive communication: using kind words and active listening. • Celebrating small achievements: Whether someone improves their grades or goes the extra mile, appreciation fuels motivation.

			<ul style="list-style-type: none"> • Acts of care and concern: helping a colleague, including someone new, or simply checking in on each other. • Focusing on solutions: approaching challenges with curiosity rather than blame. • Creating safe spaces: where students feel confident expressing their opinions, asking questions, or expressing themselves. <p>A positive atmosphere is contagious. It's reflected in cultural clubs, classroom dynamics, and even in how students treat school property. It transforms the environment from a mere building into a vibrant, shared community.</p>
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Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Share with students a list of notes related to student suggestions for inclusion. 2. Ask students about activities or initiatives they would like to suggest to spread positivity throughout the school. 3. Ask the teacher for help when needed. 	<ul style="list-style-type: none"> • Before we begin suggesting activities and initiatives, I would like to share some observations with you: <ol style="list-style-type: none"> 1. All students in the class should take part in preparing, organizing, and implementing these activities and initiatives, each according to his ability and creativity. 2. Suggestions should be inexpensive. 3. Suggestions should achieve the goal of spreading positivity throughout the school. • What would encourage the rest of the school's students to come to school and have a great time? • What activities or initiatives would make the school's students excited to try or participate in? • Teacher, do you have any comments?
	Teacher	<ol style="list-style-type: none"> 1. Add any comments before making suggestions. 2. Help students suggest ideas that are easy to implement, affordable, and accessible to everyone. 	<p>Student initiatives can transform the school environment when they employ creativity, leadership, and inclusion. Here are some vibrant examples:</p> <ul style="list-style-type: none"> • Kindness Ambassadors: A student team responsible for planning simple acts of kindness—welcome letters to new students, inspirational posters, or

			<p>"kindness missions" where they anonymously praise others.</p> <ul style="list-style-type: none"> • Cultural Storytelling Days: Students organize and lead short presentations, skits, or creative exhibitions about different cultures and folklore—perhaps even something inspired by local heritage. • Cultural Clubs: Such as creative writing groups or design labs, where students create posters, artwork, or visual campaigns on topics that interest them, guided by their own opinions and visions. • Student Forums: Safe spaces where students lead discussions on issues that matter to them—from school rules to social interactions—which foster empathy and accountability, and are open to all students. • School care projects: Such as organizing recycling campaigns, painting murals on empty school walls, or themed weeks like "Gratitude Week," where students express their gratitude to their classmates and faculty. • "Your Voice, Your Vision" boards: An interactive wall or board run by students where others can post their ideas, artwork, goals, or inspirational messages. These boards foster a sense of accountability. • mini-awareness initiatives: Older students support younger students in their studies or adjusting to school life. It is not just private lessons—it's a way to convey empathy and experience.
	Whiteboard Notetaker	Record the ideas students suggest.	

Making Collaborative Decisions	Facilitator	<ol style="list-style-type: none"> 1. Ask the teacher for help in classifying and organizing similar ideas. 2. Ask the students about the time required to prepare and implement each idea. 	<ul style="list-style-type: none"> • We will now categorize and arrange your suggestions together. • After we have arranged the suggestions, let's determine the time required to implement each idea. How long will the first idea take to implement? What about the second idea? etc.
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		<ol style="list-style-type: none"> 3. Exclude ideas that require a significant amount of time and effort. 4. Determine with the students which ideas will be selected for implementation in the next class. 5. Ask the students about the materials needed for each idea they agree to implement. 6. Divide the students into groups, with each group responsible for preparing and equipping one of the ideas. 	<ul style="list-style-type: none"> • How about we hold a vote to choose the most requested ideas? Those who wish to choose the first activity, please raise their hand... etc. • What materials will we need to prepare and set up each idea? • Who among you would like to take responsibility for implementing the first idea? As for the second idea...
	Teacher	<ol style="list-style-type: none"> 1. Help the facilitator sort and categorize ideas, eliminating those that don't fit, and explaining why. 2. Help students reach agreement on the ideas they want to implement. 3. Help students identify the materials, tools, exercises, etc. they need to secure for each idea. 	<p>Consensus and reconciliation between categorized opinions are built through the following methods:</p> <ul style="list-style-type: none"> • Combining multiple ideas together. • Creating a new idea by adopting the good points of the most popular ideas. • Identifying multiple ideas to implement gradually.
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Distribute the group cards or action plan to the students. <p>Note: The group card is used for actions that will be implemented periodically throughout the school year, while the action plan is used for actions that will be implemented only once during the school year.</p> <ol style="list-style-type: none"> 2. Explain to the students the importance of recording the actions, implementation steps, and the names of the people responsible for each task. 3. Ask the class to sit in groups based on the ideas they have chosen to implement. 4. Record the required information in the action plan after all students have agreed to it. 5. Walk around the students and ensure that everyone has filled out the information correctly. 	<ul style="list-style-type: none"> • Now, let's divide ourselves into groups based on the ideas we will implement. Please sit together in groups and fill out the Group Card or Action Plan. The purpose of the Group Card or Action Plan is to remind us of the actions we agreed to implement throughout the school year. We will review them during the review session. • Remember, we will review the implementation after the review.
	Report Notetaker	<ol style="list-style-type: none"> 1. Change the order of the ideas as directed by the teacher and facilitator. 2. Record the names of the students who will prepare each idea. 	

Wrap-Up	Facilitator Assistant	<ol style="list-style-type: none">1. Praise students for following discussion manners and praise some of them by name.2. Ask students Exit Card questions to end the session and record your feedback.3. Ask the teacher if he or she has any comments to share before the session ends.	<ul style="list-style-type: none">• Thank you very much for your participation in today's discussion session titled "Spreading positivity in school"• Now I will ask you the Exit Card questions, and I hope you will answer clearly.
	Teacher	<ol style="list-style-type: none">1. Share your remarks on the overall session.2. Share your tips on organizing time, assigning roles, and setting deadlines for implementing events and initiatives.3. Later, supervise the implementation of the events and initiatives and schedule a review session.	
	Report Notetaker	<ol style="list-style-type: none">1. Write down the teacher's comments on the report.2. Share the report with the teacher to write his remarks and save the report in a file.	

Ramadan Decorations

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session themselves, they may do so and take on the roles assigned to the council.

Session Description: The Discussion Council and the class decide what kind of decorations are appropriate to decorate the classroom for Ramadan, and then they distribute the tasks to themselves as groups to accomplish the task in a timely manner.

Target Grades: Grade 1 to 10

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. Encourage students to participate actively and review the Discussion Manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her duties.	<ul style="list-style-type: none"> Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> Identify the topic and purpose of the discussion. Remind the students of discussion manners and encourage them to adhere to it. 	<ul style="list-style-type: none"> Welcome to a discussion session entitled "Ramadan decorations", the aim It is to decorate the classroom for the holy month of Ramadan. During the session, I remind you to follow the four discussion manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.

Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> Ask the students how to recognize the beginning of Ramadan and its virtues. Ask the students about the importance of welcoming the holy month. Ask the students to express their opinion on the idea of decorating the classroom for Ramadan. 	<ul style="list-style-type: none"> I welcome colleagues to today's discussion session. Our topic is Ramadan decorations. Who knows how we will recognize the beginning of Ramadan? How do you feel when you watch the Ramadan crescent moon and why? Why should we celebrate the holy month of Ramadan? What is the virtue of Ramadan? What is Laylat al-Qadr and what is its virtue?
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			<ul style="list-style-type: none"> • What do people usually do on Laylat al-Qadr that is different from other nights of Ramadan? • What do you think about the idea of decorating the classroom for Ramadan? How do you feel? • Teacher, do you have a comment?
	Teacher	<ol style="list-style-type: none"> 1. Help students answer the facilitator's questions. 2. Explain to students the importance of celebrating the Holy Month and showing joy for its arrival. 	<ul style="list-style-type: none"> • The beginning of the holy month of Ramadan is signaled by one of two things: Seeing the crescent moon of Ramadan or completing thirty days of Sha'ban. • The holy month of Ramadan should be celebrated because it is a virtuous month in which mercy and forgiveness descend, prayers are answered, the gates of Paradise are opened, the gates of Hell are closed, and the Night of Destiny, which is better than a thousand months, is celebrated. It is also an opportunity to increase closeness to Allah Almighty through various acts of worship, purify and purify the soul, and achieve positive change in a Muslim's life. Reasons to rejoice in the month of Ramadan: <ol style="list-style-type: none"> 1. The Holy Quran was revealed in it: The month of Ramadan is the month of the Quran, in which the Holy Book was revealed as a guide for people and a sign of guidance and understanding. 2. fasting is enjoined: Fasting in Ramadan is one of the five pillars of Islam, and it has great benefits for the Muslim, as it is a great worship and education for the soul. 3. Laylat al-Qadr: It is better than a thousand months, and it is a great opportunity for Muslims to be diligent in worship and prayer. 4. Double the reward: In it, good deeds are multiplied and wages are doubled, which makes the Muslim more covetous on obedience and worship. 5. The gates of Paradise are opened and the gates of Hell are closed: This is proof that Ramadan is a month of goodness and blessing, and that Allah opens the gates of His mercy for His servants. 6. Opportunity for positive change: Muslims can take advantage of the holy month to change their bad habits and acquire good habits. 7. Drawing closer to Allah: Ramadan is the month of worship and closeness to God, during which it is desirable to increase supplication, remembrance, recitation of the Qur'an and good deeds.

			<ul style="list-style-type: none"> • Laylat al-Qadr is a great night in Islam, located in the last ten days of Ramadan, and it has a great virtue. Worship in it is better than worshipping a thousand months, equivalent to more than 83 years. The angels descend with mercy and blessings, and Allah forgives the sins of those who perform it with faith and calculation. • Decorating for Ramadan has a great importance beyond the aesthetic aspect, as it contributes to enhancing the festive and spiritual atmosphere of Muslims, and shows the joy of the arrival of the holy month. It also promotes social cohesion and family cohesion through joint activities in decorating and celebrating.
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Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Ask students what ideas they would like to suggest to decorate their classroom for Ramadan. 2. Ask the teacher for help when needed. 	<ul style="list-style-type: none"> • Before we start suggesting ideas for decorating, I would like to share a few notes with you: <ol style="list-style-type: none"> 1. All students should participate in the decorating process. 2. Decorating ideas that are inexpensive should be suggested. • Now, what are your decorating suggestions for the next class? • How do you usually decorate your home? • Do you want to decorate your classroom like you decorate your home or do you have other ideas? Let's listen to you one by one. • Teacher, do you have any comments?
	Teacher	<ol style="list-style-type: none"> 1. Add any notes before suggesting ideas for decorating that you find appropriate. 2. Help students suggest ideas that are easy to implement, inexpensive, and that everyone can participate in. 	
	Whiteboard Notetaker	Write down the ideas that students propose.	

Making Collaborative Decisions	Facilitator	<ol style="list-style-type: none"> 1. Ask the teacher to help you categorize and arrange similar ideas together. 2. Ask students how much time is needed to implement each idea. 3. Exclude ideas that require more time to implement than the allotted time. 4. Decide with the students which ideas will be selected for the next class. 5. Ask students about the materials needed for each idea. 6. Divide the students into groups so that each group is responsible for preparing and preparing the materials and tools needed to decorate. 	<ul style="list-style-type: none"> • We will now categorize and rank your suggestions. • Now that we have categorized the suggestions, let's determine how long it will take to implement each idea. How much time does the first idea need to be implemented? What about the second idea? etc. • How about we take a vote to choose the most popular ideas? Raise your hand if you want to choose the first activity, etc. • What materials do we need to decorate according to each idea? • Who would like to take responsibility for preparing the materials and tools for the first idea? And for the second idea...
	Teacher	<ol style="list-style-type: none"> 1. Help the facilitator sort and categorize the ideas, starting with the inappropriate ones and explaining why to everyone. 2. Help students come to an agreement on the ideas they want to implement. 3. Help students identify the materials and tools they need to secure to decorate the classroom. 	<ul style="list-style-type: none"> • Consensus is built and categorized opinions are reconciled in these ways: <ol style="list-style-type: none"> 1. Combining several ideas together. 2. Creating a new idea by adopting the good points of the most desirable ideas. 3. Identify multiple ideas and implement them bit by bit.
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Show the (action plan) to the students. 2. Explain to the students the importance of recording the procedures, implementation steps, and the names of the people responsible for each task. 3. Record the required information in the action plan after all students agree to it. 	
	Report Notetaker	<ol style="list-style-type: none"> 1. Change the order of ideas as dictated by the teacher and facilitator. 2. Record the names of the students who will prepare each idea. 3. Write down when the class will be decorated. 	

Wrap-Up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise students for following discussion manners and praise some of them by name. 2. Ask students Exit Card questions to end the session and record your feedback. 3. Ask the teacher if he or she has any comments to share before the session ends. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "Ramadan decorations" • Now I will ask you the Exit Card questions, and I hope you will answer clearly.
	Teacher	<ol style="list-style-type: none"> 1. Share your feedback on the session in general. 2. Share your tips on how to organize time and decorate the class. 3. Later supervise the decorating process and schedule a review session. 	
	Report Notetaker	<ol style="list-style-type: none"> 1. Write down the teacher's comments on the report. 2. Share the report with the teacher to write his remarks and save the report in a file. 	

Selecting Proper Profession

- This session is designed to be managed by the Discussion Council. However, if the teacher wishes to lead the session themselves, they may do so and take on the roles assigned to the council.
- This is the first of several sessions, according to the teacher's plan, he can choose which sessions he wants to hold. The second session is a discussion session following the steps of the preparatory sessions, and the third session is choosing my job following the steps of the first method of individual decision-making.

Session Description: The Discussion Council the steps to follow in order to Selecting proper profession.

Target Grades: Grade 8 to 10

Discussion Manners: Do not interrupt students in class, raise your hand politely to participate, listen to the speaker, respect all opinions

Steps	Role	Instructions	Script
Introduction	Teacher	<ol style="list-style-type: none"> 1. Create a friendly environment by helping the students stay calm, managing their behavior, and welcoming them. 2. Encourage students to participate actively and review the Discussion Manners together. 	
	Discussion Council	The Discussion Council introduces itself individually and each member states his or her duties.	<ul style="list-style-type: none"> • Peace be upon you. I am the facilitator of the discussion session. My name is... and my tasks are... • Peace be upon you. I am the facilitator's assistant. My name is... and my tasks are... • Peace be upon you. I am the white board notetaker. My name is... and my tasks are ... • Peace be upon you. I am the report taker. My name is... and my tasks are....
	Facilitator Assistant	<ol style="list-style-type: none"> 1. Identify the topic and purpose of the discussion. 2. Remind the students of the Discussion Manners and encourage them to adhere to it. 	<ul style="list-style-type: none"> • Welcome to a discussion session entitled "Selecting proper profession", the aim of which is to familiarize you with the steps and procedures that we must take in order to choose a job appropriately and appropriately. • During the session, I remind you to follow the four discussion manners: raising your hand politely to participate, listening to the speaker, not interrupting students, and respecting all opinions.

Comprehending the Topic	Facilitator	<ol style="list-style-type: none"> 1. Stimulate the students' thinking and interest by asking probing questions. 2. Ask the students why some people are not successful in their careers. 	<ul style="list-style-type: none"> • I welcome colleagues to today's panel discussion. • Our topic is "Selecting proper profession". • Who can explain to me what we mean when we say this is a good job and this is a bad job?
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			<ul style="list-style-type: none"> • Who can tell us why some people fail in their jobs, or why some people change jobs during their careers? • Or why do some people have jobs they don't like? • Why do we find some adults who don't recognize the skills they excel at until a long time later in life? • Teacher, do you have a comment?
	Teacher	1. Help students answer the facilitator's questions.	<ul style="list-style-type: none"> • People fail at their jobs for a variety of reasons or many continue to work in jobs they don't like, often as a result of a combination of personal, professional and environmental factors. Some of the most important reasons are: <ol style="list-style-type: none"> 1. Lack of necessary skills: Some employees lack the technical, communication, or problem-solving skills needed for the job. 2. Unsuitable work environment: Sometimes, a person's strengths and personality don't match the requirements of the job. A mismatch between personal values and workplace culture can lead to dissatisfaction and failure. 3. Resistance to feedback and growth: Employees who reject constructive criticism or fail to adapt to changing requirements may face difficulties. Growth requires a willingness to learn from mistakes and continuously improve. 4. Early conditioning and social expectations: In childhood, some people are encouraged to follow practical and socially acceptable career paths instead of exploring creativity. 5. Lack of experience and encouragement: Creativity often flourishes when nurtured. If an individual is not exposed to activities such as drawing, writing, or music at an early stage, they may not realize their potential until later in life when they finally try something new. • Self-doubt and fear of judgment: Many people are reluctant to explore creative endeavors because of self-doubt or fear that they are "not good enough."

Suggesting Solutions and Ideas	Facilitator	<ol style="list-style-type: none"> 1. Ask students about possible solutions and procedures that can be applied in order to choose the right job. 2. Ask the teacher for help when needed. 	<ul style="list-style-type: none"> • What solutions and steps should we take in order to be able to choose the right job for us?
	Teacher	<ol style="list-style-type: none"> 1. Help students propose solutions and arrange them in steps. 2. Make sure that the solutions and ideas proposed are related to the issue and are practical and realistic that all students can apply in their daily lives. 3. If necessary, rephrase the solutions and ideas. 	
	Whiteboard Notetaker	Record students' proposed solutions.	

Making Collaborative Decisions	Facilitator	Ask for the teacher's help in organizing the solutions into steps that can be followed in order to choose the right job.	
	Teacher	<ol style="list-style-type: none"> 1. Sort through the proposed ideas, starting with the ones that are inappropriate and explaining why to everyone. Emphasize that all solutions have value and will be treated with respect. 2. Ask students to help you sort all the ideas into several groups based on similarities, differences, and connections. Take an idea and ask them (Is it similar to this proposal? How about we put them together? Is this idea redundant? How about we keep just one?) 3. Help students come up with the required steps. 	<p>Choosing the right job based on personality requires self-awareness, structured assessment, and strategic decision-making. Here's a step-by-step approach to help individuals find a career path that matches their personality traits:</p> <p>First: Self-assessment</p> <ol style="list-style-type: none"> 1. Identify personality traits. 2. Reflect on interests and passions. Ask yourself: What kind of work energizes me? What activities distract me? 3. Evaluate your work style Think about whether you thrive in structured environments or prefer flexibility and independence. <p>Second: Exploring career options</p> <ol style="list-style-type: none"> 1. Matching personality to careers: Look for careers that align with personality traits (for example, creative thinkers may thrive in design or writing, while analytical-minded people may excel in finance or engineering). 2. Seek real-world insights: Conduct media interviews, read industry reports, and watch professionals in action.

			<p>3. Assess work environment compatibility: Determine whether you prefer team collaboration, individual projects, field work, or remote work.</p> <p>Third: Analyze skills and qualifications</p> <ol style="list-style-type: none"> 1. Identify the skills required for the target occupation: Check whether your current skills match the career options or whether you need additional training. 2. Research sources and learning opportunities: Explore degrees, certificates, or apprenticeship programs to gain experience in preferred fields. <p>Fourth: Decision Making and Career Planning</p> <ol style="list-style-type: none"> 1. Compare options: Evaluate the pros and cons of career choices in terms of interest, growth potential, and work-life balance. 2. Set long-term goals: Set milestones for skill development, career transition, and professional advancement. 3. Stay open to adjustments: Career paths evolve and continuous learning and adaptation ensures long-term satisfaction.
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Wrap-up	Facilitator Assistant	<ol style="list-style-type: none"> 1. Praise students for following discussion manners and praise some of them by name. 2. Ask students Exit Card questions to end the session and record your feedback. 3. Ask the teacher if he or she has any comments to share before the session ends. 	<ul style="list-style-type: none"> • Thank you very much for your participation in today's discussion session titled "Selecting proper profession". • Now I will ask you the Exit Card questions, and I hope you will answer clearly.
	Teacher	<ol style="list-style-type: none"> 1. Share your feedback on the session in general. 2. Assign a student to make a board and hang it in the classroom with the procedures for choosing the right job or career. 3. Encourage students to think about their future job and try to identify it by following the steps that have been agreed upon. 	
	Report Notetaker	<ol style="list-style-type: none"> 1. Write down the teacher's comments on the report. 2. Share the report with the teacher to write his remarks and save the report in a file. 	