

# GREAT CHILD CLASS

*A Powerful, Transformative Tool For All Children*

**2<sup>nd</sup> Edition**

Includes New  
Home-Based Tool



I'M A  
**GREAT CHILD  
WORLDWIDE**

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I'm A Great Child Worldwide<sup>SM</sup>

What's Great About You<sup>SM</sup>

The Great Child Class<sup>SM</sup>

For more information about the class, the program, and the nonprofit project I'm A Great Child Worldwide:

**[www.GreatChildWorldwide.org](http://www.GreatChildWorldwide.org)**

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# I'M A GREAT CHILD WORLDWIDE

*Every child is heard, becomes aware of natural strengths, and receives peer affirmations. Builds confidence, resilience, and connections.*

Vulnerable children and youth who lack confidence, self-esteem, or resilience face life's challenges with great difficulty. They can do poorly in school, take unhealthy risks, lack connections, and have emotional problems.

Tens of thousands of children and youth have participated in classes using this tool where they expressed themselves freely in a group, were heard, and became aware of natural strengths through peer affirmations.

They built confidence, connections, and resilience. They improved their emotional, behavioral, and social skills. Many became leaders, raised grades, and helped others. Then, on their own initiative, they identified their challenges and changed their lives, despite tremendous hardships.

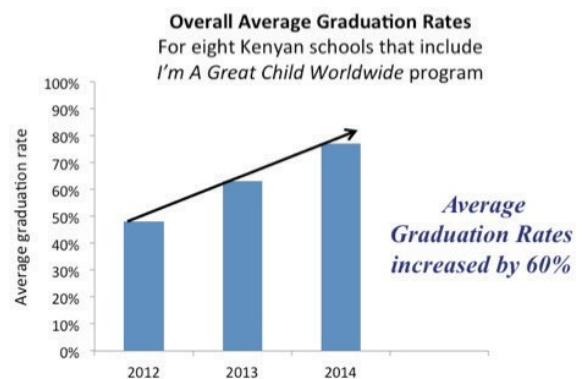
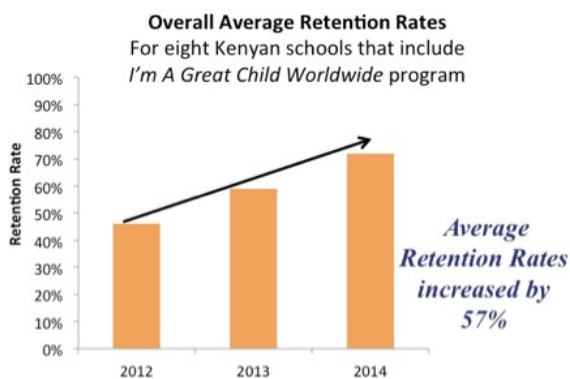
More than 250 organizations have used this class tool in a variety of settings in 13 countries, in eight languages. (Although the document itself cannot be translated into other languages, the class can be verbally translated.) Participants, ages 4 to 17, included orphans, children affected by HIV/AIDS, children in their family homes, students in high poverty schools, children living on streets, and youth with disabilities. A teacher said, "Children always feared speaking, but in this class, it was like 'bushfire' with high spirits and all hands up to talk."

## How does the Great Child class benefit children? What the data is saying.

Data collected from several Kenyan schools that have been implementing the class has shown:

- statistically significant improvement in children's end of year examination scores
- schools saw average retention rates increase by 57%
- schools saw average graduation rates increase by 60%

Teachers at these schools attribute these positive changes directly to the Great Child Class.



# THE GREAT CHILD CLASS TOOL


## For Groups of Children and Youth

### INTRODUCTION:

This class was designed for children ages 4 to 17, with up to 30 children in a class. (If more than 30 children want to participate; you can try to accommodate them.) If possible, have children similar in age, in the class. You may have to give extra assistance to very young children. The estimated class length is one hour.

Each child will eventually have an opportunity to speak in the class. This gives each child the opportunity to be heard, to be respected, and to receive undivided attention from others. Every child is encouraged to give positive feedback, listen with undivided attention, acknowledge, appreciate and respect others.

### IMPORTANT TEACHING POINTS:

- This class is designed to be all-positive in tone and content. It should be fun and upbeat as children learn what is great about them.
- It is important to smile, be encouraging, positive, and warm to the children.
- Throughout the class, if a child says or does anything negative, very gently remind the child that only positive things are said in this class. The children will quickly understand.
- Let the children know that they can ask you questions throughout the class.
- Gently encourage everyone to participate, especially shy children.
- A few days before teaching, read this entire document to become familiar with the class process.
- Teach the class by reading word-for-word when you see this script logo. 
- You may verbally use whatever language is appropriate for the children, but this document must remain in English and cannot be written into another language.

Arrange children into groups by placing 6 or 8 children in a group. You should have an even number of children in each group so that each child will have a partner. If there is a group with an uneven number of children, three children in that group will be partners. The children should be seated comfortably in chairs or on the floor.

**REMEMBER:** Follow your country's rules during Covid or any other country guidelines at the time of the class.

## BEGIN THE CLASS:



“The name of this class is the *Great Child Class*. This class will be fun, and it will be an all-positive class. Every one of you will be hearing what’s great about you. And we’ll be doing this class every week.”

- Read the *Letter To A Great Child: YOU* (page 14) out loud to the children. This sets a good tone because it lets children know that they are great and that you believe it, which helps give them confidence.
- Then read out loud one or two of the children’s stories (page 15) that you think your children would relate to and would understand.



“Now, decide who will be the leader in your group.”

- If no one volunteers, tell the children in each group to pick a leader. Give the children a minute or two to select their leaders.



“Raise your hand if you are the leader in your group. Now, as the leader, ask each child in your group to pick a partner and be sure you have a partner too. If one person in your group does not have a partner, ask that person to join one of the pairs of children and let me know.”



- Give children time to pick their partners. “Does everyone have a partner?”
- If someone doesn’t have a partner, find a partner for that person or have three children be partners.





“Now I am going to ask all of you an easy question. Today’s question is: What makes you happy?”

Think of three or more things that make you happy. These things that make you happy should be positive, good things. It could be something you do by yourself or with others. It could be something others do for you. It could be something you think about that makes you happy. It could be a song or something that makes you laugh. There are no wrong answers as long as what makes you happy is good for you and would not harm others.”




“Some of the things other children have said are: I am happy when I hear my favorite song; when I dance with my sister; when I see the sun; when I help someone; when someone is kind to me. Think of good things that make you happy, and if you want, you can think about why they make you happy.”


 “You and your partner should now decide who will talk first. When I tell you to begin, if you are first, you will tell your partner what makes you happy; and if you want, why it makes you happy. Then your partner will take his or her turn to tell you what makes him or her happy. Remember, you are only saying the good things that make you happy.”


 “Leaders, you can help the children in your group if they have questions. Let me know if there are any questions you need to ask me. And remind everyone in your group that they are saying only good things that make them happy. Does anyone have any questions now?”

- Answer any questions “Okay, you may begin.”


 • Walk around the groups and listen to find out if they are doing okay with the process and that children are saying only positive things. Watch to see if the leader in each group is keeping a positive tone with the children. Offer gentle guidance when needed. It may go slowly in the first class as the kids take time to talk, but children learn quickly and will be faster in the subsequent classes.


- If there is a partnership with three children, check to see that they are taking turns giving answers to each other.
- After determining that all the children have given their answers in their groups, continue with the class.

 “Now you will take turns telling your partner what you like about your partner; what you think is great about your partner. For example, you might think that your partner is courageous, confident, and strong. Or maybe you think that your partner is peaceful and kind. Then that is what you would say. There may be many things that you like about your partner. Pick three or more to say. Then your partner will tell you what he or she likes about you. Remember, these are only good, positive things.”


 “You may begin.”

- After determining that all the children have given their answers in their groups, continue with the class.


 “Now that all of you have had a chance to talk in your groups, this is what we will do next. I will ask one child from each group to volunteer to stand up and tell the entire class what good things make you happy, and if you want, to say why they make you happy.”

 “As the listeners, you must not talk while someone is standing up and speaking --- we want each of you to get special attention when it is your turn to stand and be a speaker this week or in future weeks.”


- Choose a group, then ask the children in that group:


 “Who would like to volunteer? Who will be brave and go first? And remember, this is a positive class so only good things should be said about you and others.”


- It is important not to force any child. Instead, gently encourage the children in a fun, upbeat way.
- Ask the child who is standing up:

 “What good things make you happy? And if you would like, you can tell us why those things make you happy.”


- After the child gives his or her answer:

 “Let’s all clap”.

 “Raise your hand if you want to tell the speaker what you like about (him or her), that is, what you think is great about (him or her). Remember to say only positive, good things. For example, you might think the speaker is confident or friendly, has a strong voice, is helpful, loving, caring, funny, smart, easy to listen to or something else.”

 “There are no right or wrong answers, but you must say only the good things that you like about the speaker. What is also important is that you believe what you are saying about the speaker.”

- Tell the speaker:

 “You can now pick one child raising his or her hand in each of the groups to tell you what he or she thinks is great about you.”

- After one child in each group tells the speaker what is great about him or her, select another group and repeat the process until every group has had one speaker talk to the entire class and hear what is great from one child in each of the other groups.

## SUMMARIZE THE CLASS FOR THE CHILDREN:



“Today, you learned that children picked many different good things that make them happy. Sometimes we may be feeling sad, or we may be feeling anxious or worried, and there is nothing we can do about it at that time. Sometimes if we just think about what makes us happy and maybe if we can do that thing like sing a favorite song or see a friend, we can feel less sad or less worried for a while. And sometimes, it can make us feel that we want to do something positive to make our lives better.”



“You also learned that children in this class have many different great qualities. It is important to remember what’s great about you and to see the great qualities in others. Even though the qualities are different, they are all equally wonderful.”



“We will do this class every week so that each of you will have an opportunity to stand up and speak. Are there any questions?”

- Answer questions.
- If there is time, you can ask the children what they learned in the class and what they thought about the class.
- End the class.

## CONTINUE WITH WEEKLY CLASSES

Each time you teach a class with the same children, arrange them in groups where they are with children they did not sit with before. Repeat the class process, choosing one of the following questions below.

Children seem to look forward to answering these questions, again and again, to hear what is great about them, and to give positive feedback to others.

- WHAT ARE YOUR DREAMS FOR YOUR FUTURE?
- WHAT MAKES YOU THANKFUL?
- WHAT ARE YOU GOOD AT IN SCHOOL?
- WHAT ARE YOU GOOD AT OUTSIDE OF SCHOOL?
- WHAT KIND OF PERSON ARE YOU?
- WHAT IS YOUR FAVORITE ANIMAL?

WHAT MAKES YOU HAPPY? (a repeat question that was used in the first class.)

*Note: Please send your answers to the two questions on page 17. Thank you.*



# GREAT CHILD HOME-BASED CLASS TOOL


## (classes can include parents/caregivers)

### INTRODUCTION:

This home-based class tool was designed for children ages 4 to 17. Parents and caregivers are encouraged to join. You may have to give extra assistance to very young children. The estimated class length is one hour.

Each person will have an opportunity to speak in the class. This gives each person the opportunity to be heard, be respected, and receive undivided attention from others in their family. Everyone is encouraged to give positive feedback, listen with undivided attention, acknowledge, appreciate and respect others.

### IMPORTANT TEACHING POINTS:

- This class is designed to be all-positive in tone and content. It should be fun and upbeat as children learn what is great about them.
- It is important to smile, be encouraging, positive, and warm to everyone.
- Throughout the class, if someone says or does anything negative, very gently remind the person that only positive things are said in this class. They will quickly understand.
- Let everyone know that they can ask you questions throughout the class.
- Gently encourage everyone to participate, especially shy children.
- A few days before teaching, read this entire document to become familiar with the class process.
- Teach the class by reading **word-for-word** when you see this script logo. 
- You may verbally use whatever language is appropriate for the children, but this document must remain in English and cannot be written in another language.
- Once in a while, you may encounter family members who do not want to participate; this may be due to difficult situations within the home. They should not be forced to participate.

You may have an even number of participants in the family group so that each person will have a partner. If there is a family with an uneven number of participants, you can ask that three people be a partnership. All should be seated comfortably in chairs or on the floor.

**REMEMBER:** Follow your country rules during the time of Covid or any other country rules at the time of the class.

## BEGIN THE CLASS:



“The name of this class is the *Great Child Class*. This class will be fun, and it will be an all-positive class. Every one of you will be hearing what’s great about you.”

- Read the *Letter To A Great Child: YOU* (page 14) out loud to the children. This sets a good tone because it lets children know that they are great and that you believe it, which helps give them confidence.
- Then read out loud one or two of the children’s stories (page 15) that you think your children would relate to and would understand.



“Choose someone in your family to be your partner. If you don’t have a partner, let me know, and I will ask you to join one of the pairs.”

- Give them time to pick their partners. “Does everyone have a partner?”



- If someone doesn’t have a partner, have three people be partners.



“Now I am going to ask all of you an easy question. Today’s question is: What makes you happy?”


Think of three or more things that make you happy. These things that make you happy should be positive, good things. It could be something you do by yourself or with others. It could be something others do for you. It could be something you think about that makes you happy. It could be a song or something that makes you laugh. There are no wrong answers as long as what makes you happy is good for you and would not harm others.”





“Some of the things other children have said are: I am happy when I hear my favorite song; when I dance with my sister; when I see the sun; when I help someone; when someone is kind to me. Think of good things that make you happy, and if you want, you can think about why they make you happy.”




“You and your partner should now decide who will talk first. When I tell you to begin, if you are first, you will tell your partner what makes you happy; and if you want, why it makes you happy. Then your partner will take his or her turn to tell you what makes him or her happy. Remember, you are only saying the good things that make you happy.”


 “Does anyone have any questions?”


- 
- Answer any questions. “Okay, you may begin.”
  - Listen to the children and adults to find out if they are doing okay with the process and that they are saying only positive things. Offer gentle guidance when needed. It may go slowly at first, as the participants take time to talk.
  - If there is a partnership with three people, check to see that they are taking turns giving answers to each other.
  - After determining that all have given their answers, continue with the class.


 “Now you will take turns telling your partner what you like about your partner; what you think is great about your partner. For example, you might think that your partner is courageous, confident, and strong. Or maybe you think that your partner is peaceful and kind. Then that is what you would say. There may be many things that you like about your partner. Pick three or more to say. Then your partner will tell you what he or she likes about you. Remember, these are only good, positive things.”

 “You may begin.”


- After determining that all have given their answers, continue with the class.

 “Now that all of you have had a chance to talk, this is what we will do next. I will ask one of you to stand up and tell the others what good things make you happy, and if you want, to say why they make you happy.”


 “As the listeners, you must not talk while someone is standing up and speaking --- we want each of you to get special attention when it is your turn to stand and be a speaker.”


 “Who would like to volunteer? Who will be brave and go first? And remember, this is a positive class, so only good things should be said about you and others.”


- It is important not to force anyone. Instead, gently encourage them in a fun, upbeat way.
- Ask the person who is standing up:

 “What good things make you happy? And if you would like, you can tell us why those things make you happy.”


- After the person gives his or her answer.

 “Let’s all clap”.


 “Raise your hand if you want to tell the speaker what you like about (him or her), that is, what you think is great about (him or her). Remember to say only positive, good things. For example, you might think the speaker is confident or friendly, has a strong voice, is helpful, loving, caring, funny, smart, a good listener, or something else.”

 “There are no right or wrong answers, but you must say only the good things that you like about the speaker. What is also important is that you believe what you are saying about the speaker.”

- Tell the speaker:


 “You can now pick one person raising his or her hand to tell you what he or she thinks is great about you.”

- After one person tells the speaker what he or she thinks, tell the speaker:


 “Now you can pick someone else to tell you what he or she thinks is great about you.”

- After each person tells the speaker what he or she thinks, ask another person to be the speaker and continue doing this until everyone has had a chance to be the speaker and hear what is great about him or her from others in the family.

## **SUMMARIZE THE CLASS FOR THE FAMILY:**

 “Today, you learned that each person picked different good things that make them happy.

Sometimes we may be feeling sad, or we may be feeling anxious or worried, and there is nothing we can do about it at that time. Sometimes if we just think about what makes us happy and maybe if we can do that thing like sing a favorite song or see a friend, we can feel less sad or less worried for a while. And sometimes, it can make us feel that we want to do something positive to make our lives better.”

 “You also learned that every person in your family has different great qualities. It is important to remember what’s great about you and to see the great qualities in others. Even though the qualities are different, they are all equally wonderful.”

## **IF THE FAMILY WOULD LIKE ADDITIONAL CLASSES:**

If the family would like additional classes, you can use the same question or choose from the questions below for variety.

Children seem to look forward to answering these questions again and again, to hear what is great about them, and to give positive feedback to others.

- WHAT ARE YOUR DREAMS FOR YOUR FUTURE?
- WHAT MAKES YOU THANKFUL?
- WHAT ARE YOU GOOD AT IN SCHOOL?
- WHAT ARE YOU GOOD AT OUTSIDE OF SCHOOL?
- WHAT KIND OF PERSON ARE YOU?
- WHAT IS YOUR FAVORITE ANIMAL?
- WHAT MAKES YOU HAPPY? (a repeat question that was used in the first class)

*Note: Please send your answers to the two questions on page 17. Thank you.*

## A LETTER TO A GREAT CHILD:

# YOU

Do you know that every person in this world was born great? Do you know that you are great? You have many great qualities inside you. These qualities are the kinds of things that others usually like about you; and that you may already like about you too.

*For example:*

*Some children are funny. Some are clever. Some are good at math.*

*Some children are kind.*

*Some are loving. Some are brave. Some children are helpful. Some are confident.*

*Some are good at playing ball. Some children are thoughtful. Some are good listeners.*

*Some are patient. Some children are sweet. Some are mature. Some are strong.*

*There are many, many more. You probably get the idea.*

What is interesting is that each person has his or her own special combination of great qualities. You don't have just one. You have many.

Another interesting fact is that nothing and no one can ever take these great qualities away from you. You will have them forever. They are a part of who you are.

You may or may not be able to name the great qualities in you. A lot of people don't know what makes them great. There may also be great things that you have not discovered yet. For example, you may be very brave, but you haven't had a chance to learn that about yourself.

Poor children have just as many great qualities as rich children. Orphans have just as many great qualities as children who have parents. Sick children have just as many great qualities as children who are healthy. Even children who may seem to be behaving badly also have great qualities; they just don't show that part of themselves often.

You may be thinking that you don't have any idea what your great qualities are. You may think you don't have many, or none at all. It's common for children to think that way.

### **Remember:**

*You are VALUABLE.*

*You are WORTHY OF LOVE*

*You are UNIQUE (there is no one in the whole world exactly like you).*

*You have your own STRENGTHS.*

*You are GREAT.*

## CHILDREN'S STORIES

\* My parents died. No one played with me because I had open wounds, vomiting and diarrhea. I did not take my drugs every day because I heard big people say that I will die anyway.

Then I joined the Great Child club in my school. I felt they loved me because they said what was great about me. I never knew that. After classes, they asked me to walk home with them.

One day I was walking to the hospital and someone from Great Child went with me and talked to me about taking care of myself. I started to wash my painful wounds. I took my drugs every day. Then the doctors smiled and said I am doing good. Children in this club love me and ask me every day if I take my medicine.

I am now big and strong. I improved myself in exams. I am in charge of the health and hygiene club, leader of the group in Great Child, and a class prefect.

\* My parent hit me often because I made many small mistakes. When I got hit, I went to school and hit other children. Then teachers hit me.

I learned what makes me happy: sun, music, friends, teachers, rain, when people tell me good things. What I learned is that I have to make myself happy.

One week later, I asked my parent to correct me when I make a mistake instead of hitting me. Last week I got pinched only once. Before it was daily. Now I don't hit other children. Teachers don't hit me. I learned to make myself happy. I am now a class monitor and I help other children.

\* I lived with my grandmother. Life was very tough and we could not afford food. My uncle also lived with us and was cruel and hit me a lot. One night, my uncle hit me so many times, I had injuries on my face, back and hands. I wanted to die.

Life lost meaning and I thought death was the only thing left to me. I had planned my death very well and I knew how to do it.

Then this friend talked of a life changing class for children. I delayed my death by trying the much talked about program. I'm A Great Child gave me a new lease of life. I attended three classes, and found a new reason to live and a purpose in life. I learnt that I have so many things to be grateful about than to be sorry about.

Since then, my life has taken a new twist, I feel more happy about myself and people who hurt me don't play a role in my life. I have become happier and focused unlike before where every little thing would break my hurt. I want to recommend more children to this program because it is the reason I live today.

\* I took the great child classes that were offered. We learned a lot of things that are of much importance to us as orphans and vulnerable children. Before the classes I used to be nervous in my doing and I could not even stand in front of people.

After the classes, I started gaining confidence bit by bit, and today I can address the public without fear or shyness.

I have developed courage and confidence in myself and this has made my teachers trust me more. I have been made the class prefect. The great child classes have also enabled me to relate well with my guardians. I have also learned to be assertive and be able to make my own decisions as a child. I'm now aware of some of my duties as a child to my guardians.



# AN EVALUATION OF THE GREAT CHILD CLASS WHAT DO YOU THINK?

Please send your answers to [info@GreatChildWorldwide.org](mailto:info@GreatChildWorldwide.org)

**Is The Great Child Class a necessary tool for all children?**

Yes or No

**What do you think about this class you have just used?**

Write as much as you would like.

Include your name, location, organization, and date of your first class.

*Thank you.*

For more information about I'm A Great Child Worldwide

[www.GreatChildWorldwide.org](http://www.GreatChildWorldwide.org)

