

An Evaluation Report

For

Manadoob: An International Self-Esteem Program for Successful Childhood Development



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Acknowledgments:

I am grateful to Ms. June Salin and Ms. Susan Cooper, co-founders and co-creators of Manadoob, for their support and collaboration in planning various components of this evaluation and the design of the questionnaires. They gave me valuable lessons on how Manadoob education works and influences young minds.

My sincere gratitude goes to Ms. Nancy Shannon, who manages Manadoob Facilitator Training, and Ms. Laura France, who is a master teacher at Manadoob and helps the organization in various capacities, for their time and effort in helping with the organization of this evaluation.

I am grateful for the time and efforts of youth, their parents, educators/facilitators, and school teachers who participated in our survey and gave us their honest and most instructive views and comments.

Finally, we would like to thank our research assistant, Mahyar Ghorbain, for his valuable and hard work in processing the gathered data and preparing it for analyses. I am grateful for the contribution of Adam Erickson, M.Ed., in editing the manuscript of this study.

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Executive Summary:

Manadoob is a self-esteem program with the ultimate objective of helping children to believe in themselves. It promotes open thought and conversation and its hope is to enable children to find their inner source of power and strength, become socially aware and be kind to themselves and others around them. The program helps children of multi-cultural and diverse backgrounds to discover that every living entity in our world is connected to one another. It helps the children to embrace the global community in its complexity and diversity as it really is without preconceived notions and prejudice.

Through the use of the Manadoob Animals and a multi-cultural and multi-aged community, the Manadoob Program engages children in discussion about important and sometimes difficult situations. The best way to sum up the message of Manadoob and the essence of its teaching is to say that the program helps children to connect to themselves, connect to others, and connect to the world. Self-esteem can be described as the degree to which children feel accepted and valued by others who are important to them. Creation of self-esteem is complex. It comes from within a person and at the same time, people around the person can have positive or negative impacts on its development. Those who have a strong sense of themselves are able to better manage their lives and generally are more content and happier.

Some of the expected outcomes of the program can only be assessed if one embarks on a longitudinal study of those who are trained or have joined the ranks of the Manadoob educators. Meanwhile, we developed a series of thematically appropriate surveys that were administered before and after the conclusion of the program as well as an exit survey for different groups of people who were involved in the program. They are explained below.

We developed four sets of separate surveys that were denominated in the following manner:

- Program Participants Survey: Reflection from before and after completing the program.
- Parents' Survey

- Educator/Facilitator Survey before entering the program and after its completion
- Teachers' Survey

Selected Findings From Participants' Survey:

- By the conclusion of the program, 51% of the respondents said they can relax and not worry too much (sum of those who agreed or strongly agreed) as opposed to a much lesser percentage of 17%. By the end of the program, only 4 out of 71 were still worried and could not relax. This showed exponential improvement over the period of training.
- Before participating in the program, only 13 out of 71 participants (18%) understood why they feel the way they do. After the program was concluded, the number rose to 41 people, which totaled 57% of all the participants. Only three people did not know why they feel the way they do after the program was completed.
- There were only 17 out of 71 participants (24%) who said they make their own decision and if they were different from other people. This showed a low level of independent thinking and a high level of yielding to peer pressure. After the completion of the program, 52 out of 71 said that they make their own decisions, even when they differ from other people's decisions (73% of total respondents).
- Before the start of the program, only 15 out of 71 respondents said that they were happy with who they are (21%). After the workshop was over, the number of people who agreed or strongly agreed with the statement increased to 43 out of 71, or more than 60% of the total respondents. After the program was over, only one person was not happy with who they were as opposed to large group of 40 people who felt unhappy with who they were. This is a remarkable change and a significant reversal in the state of mind and feelings of the youth who participated in the Manadoob program.
- Before entering the Manadoob training and workshop, only 20 out of 71 felt that they could say no to their friends when they pressure them to do something negative. The number of people who reached that level of self-confidence by being able to say no to what they do not want to do against the pressure from their

- friends increased to 53, or 75% of the children, or 3 out of 4.
- In the beginning and before the start of the workshop, only 17 out of 71 respondents said that they express their opinions if they were different from others in their group. After the workshop was completed, this number increased to 50 people out of 71, or 70% of the total respondents. After the training was completed, no one was in disagreement or strong disagreement.
 - Before participating in the program, only 19 of the students said that they felt that they are good students (27%). After the workshop was over, the number of those who said they feel they are good students increased to a total of 43 out of 71 or 61%. By the conclusion of the program, no was in disagreement or strong disagreement.
 - Before participating in the program, only 13 out of 71 students could understand why some kids bully other kids (18%). After the program was completed, the number of those who would understand the reasons for bullying others increased to 50 out of 71, or more than 70%. There were only three students who still did not know why some kids bully others.
 - Before the program began, 37 out of 71 students said that they showed respect for all types of people, animals, and plants (38% of participants). After the conclusion of the program, this number increased to 66 out of 71, or 93% of total participants. Only five were still unsure and there was no one who did not have respect for all types of people, animals, and plants.
 - Before participating in the Manadoob workshop, only 18 out of 71 agreed or strongly agreed that their life has meaning and direction (25%). After the training, this number increased to a total of 51 out of 71 (72%). There was no one by the conclusion of the workshop who would say for sure that they did not know the meaning of their lives and its direction. This is a remarkable achievement.

Selected Findings Parents' Survey:

- Some 73% of the parents agreed or strongly agreed that as a result of attending the workshop, their children have a greater ability to make friends.
- 78% of parents agreed that their children demonstrate greater ability to get along

in the family.

- 70% of parents agreed or strongly agreed that they observed their children are more able to show their affection towards others. 24.7% were not sure and only 5.4% disagreed or strongly disagreed with the statement.
- 72.6% of responding parents agreed or strongly agreed that their children showed more interest in meeting new people. Only 2.8% disagreed or strongly disagreed and 24.7% were not sure.
- 90.4% of parents said that their children have more confidence in themselves as a result of attending the Manadoob workshops. Only 4.1% of parents were not sure and 4.4% of parents disagreed with the statement. This is one of the strongest pieces of evidence of the effectiveness of Manadoob pangram.
- 72.6% of parents agreed or strongly agreed that their children seem happier with their appearances. There was no disbarment. However, 26% of parents were not sure about it and 14% did not respond to the question.
- Nine out of ten parents (90.4%) said that they agree or strongly agree that their children are more capable of standing up for themselves.
- 89% of parents agreed or strongly agreed that their children show greater confidence when talking about themselves.
- 90% agreed or strongly agreed that their children find it easier to say good things about themselves.
- According to 78.1% of parents, their children seem calmer and less angry when things do not go their way. 16.4% were not sure and only 1.4% disagreed with this statement.
- 85% of parents agreed or strongly agreed that their children seem more satisfied with themselves.
- Nine out of ten of parents (89.1% to be exact) said that their children seem to have a more positive outlook on life. Only 9.6% of parents were not sure and no one disagreed with this statement.
- 74% of parents agreed or strongly agreed that their children talk more about how important it is that we take care of our environment. Some 12.3% were not sure and about 14% disagreed.

- 53.4% of parents agreed that their children's grades improved. Some 35.6% were not sure and only 8.2% disagreed.
- Almost 50% of parents stated that their children talk about higher education and its importance in their lives. Some 30.1% were not sure and only 15.1% disagreed with the statement.

Selected Findings from Educators/Facilitators:

- At the start, only 38% of the students were making eye contact with the trainer or other adults in the class when they were talking with them. By the conclusion of the class, this rate increased to 97%. This shows a remarkable degree of improvement.
- The Manadoob education according to the educators/facilitators made a tremendous impact on the participants. In the beginning, only 35.6% of the participants did not appear to be shy. By the conclusion of the program, the percentage of those who were not shy increased to 91% of the total participants.
- When the program began, only 44% of the participants would not withdraw from conversation if others disagreed with them. After the program was concluded, this ratio increased to more than 90% of total participants.
- In the beginning, only 56% of the participants were interested in the opinion of others. By the conclusion of the program, this ratio increased to 95% of all the participants.
- According to the educators/facilitators, only 37% of the participants were confident enough to talk about themselves. By the conclusion of the program, this ratio went up to 96% of total participants.
- Before the start of the training, only 27% of the participants seemed in control of their emotions and did not get offended when confronted with their own mistakes. After the training was over, according to educators/facilitators, this rate increased to 82%, which shows a remarkable improvement in a difficult and hard to control area of one's emotional and behavioral state.
- Before the program, 57% of the participants were able to speak fondly of their

- friends. By the conclusion of the program, this rate increased to 93%.
- At the start of the program, only 34% of the participants were comfortable with themselves. This ratio increased to 88% upon completion of the program.
 - In the beginning, the percentage of students able to stand up for themselves was about 50%. By the conclusion of the program, this ratio increased to 95%.
 - The program helped to increase the level of energy in its participants. 58% of the participants were energetic at the start of the program; upon the conclusion, this rate increased to 85%.
 - At the start, 80% of the participants were not behaving like a bully. Upon conclusion, the ratio reached almost 100%. Only one out of the total number of students who took the training was still behaving like a bully.
 - At the start of the program, 37% of the participants would not let others bully them. Upon conclusion of the program, this ratio increased to 90%.
 - In the beginning, 42% of the participants would not shy away from holding their ground when they were in disagreement with others. This ratio increased to 90% upon conclusion of the program.
 - The percentage of those who seemed happy and content increased from 41% in the beginning of the program to 86% upon conclusion of the program, a more than 100% increase over the period of the training.
 - In the beginning, 30% of the workshop participants would not go out of their way to please others. Upon conclusion of the workshop, this ratio improved only slightly to 32%. On the other hand, the percentage of those who would, by the virtue of disagreement of the educator/facilitator, go out of their way to please others increased from 36% to 64%. This is a debatable argument as going out of one way to please others may not always be healthy and productive.

Selected Findings From Teachers Survey:

- Teachers indicated that in 73% of cases, students showed improvement in completing their homework to the satisfaction of teachers. In 27% of the cases, those students did not need any improvement.
- In almost 90% of the cases, teachers believed that their students showed some

level of improvement in their behavior in terms of participating in class. In 18.8% of these cases, the level of improvement was significant.

- Teachers believed that in 90% of cases, some level of improvement has been made. In 25% of the cases, students made a significant level of improvement. 8.3% did not need any improvement, and there was only 2.1% in which no change was observed. This is a very important finding.
- In 91.6% of the cases, academic performance of the students improved and in 33.3% of these cases, the level of improvement was moderate. Only 4.2% of these students did not need any improvement and only in 2.1% of the cases was there no change.
- Being motivated to learn is vital to student success. Teachers believed that in 87.5% of the cases, students made some level of improvement. The remaining 12.5% did not need any improvement.
- According to teachers, in 81.3% of cases, students made some improvement in terms of getting along with other students. 14.6% of the students did not need any improvement.
- 100% of students showed improvement in terms of speaking about themselves. In more than 48% of the cases, the level of improvement was between the significant and moderate levels.
- In 73% of the cases, students showed improvement in terms of treating other students with respect. In 22.9% of the cases, there was no need for improvement, and only in 4.2% of the cases was there no change.
- According to teachers, in 74.1% of the cases, students seemed happier and content with their appearance. This shows a remarkable level of improvement in students' self-esteem.
- In a 93.8% of the cases, students showed some level of improvement in terms of not withdrawing from conversation if others disagreed with their opinion. This is an impressive finding and shows a high level of achievement in helping kids to be self-confident.
- More than 95% of students showed improvement in showing interest in other people's opinion. Some 40% of these students showed a significant to moderate

level of improvement.

- With the exception of those who did not respond (4.2%), according to teachers, all students showed some improvement in not being offended or showing anger when confronted with their mistakes.
- 88.7% of students, or nine out of ten, who attended the workshop according to their teachers showed improvement in terms of standing up for themselves. 31.3% of these students showed a significant improvement, and another 20.8%, a moderate level of improvement. 4.2% did not need to improve, and this shows that with the exception of non-responses, 100% of those who needed to improve showed some level of improvement.
- According to teachers, 66.7% of their responses showed some level of improvement in their students in regards to showing interest in meeting new people. Bearing in mind that 25% of teachers did not answer this question, the level of effective rate of positive response indicating that students showed interest in meeting other people is around 90%.

Introduction and Layout of the Evaluation

Manadoob is a self-esteem program with the ultimate objective of helping children to believe in themselves. It promotes open thought and conversation and its hope is to enable children to find their inner source of power and strength, become socially aware, and be kind to themselves and others around them. The program helps children of multi-cultural and diverse backgrounds discover that every living entity in our world is connected to one another. It helps the children to embrace the global community in its complexity and diversity as it really is without preconceived notions and prejudice. The best way to sum up the message of Manadoob and the essence of its teaching is to say that the program helps children to connect to themselves, connect to others, and connect to the world.

Self-esteem can be described as the degree to which children feel accepted and valued by others who are important to them. Creation of self-esteem is complex. It comes from within a person and at the same time, people around the person can have positive or negative impacts on its development. Those who have a strong sense of themselves are better able to manage their lives and generally are more content and happier.

The program also embarks on creating a sense of belonging in those who graduate from the program and to influence others in a positive manner and become confident in their own ability as strong individuals by finding their inner source of strength. It also looks upon the young people who will learn about the program, become interested in the program as young educators, and learn the guiding principles of the Manadoob program by teaching it to younger kids. Indeed, ALL those who teach the program will themselves join the kids in their own discovery. It is hoped that the circle of learning and teaching over time will become a formidable force for positive change in our immediate environment and ultimately in the world.

Self-esteem has a distinct place in the preadolescent psychology and education with its impact on children's personal, social and academic growth. These impacts can be traced

in the following developments in the lives of the children:

- Positive impact of self-esteem on relations (peers, teachers and parents) particularly in an adolescent population
- Development of greater social skills
- Reduction of anxiety and depression
- Better school performance
- Increase in educational and professional aspirations
- Development of healthy living habits (exercise and better choice of nutrition).
- Improvement in race relations
- Becoming kind and gentle to others and realizing one's inner source of power and strength

The core of this program is about a transformation that occurs in those who participate in the program. The transformation shows itself in being able to detect a change in the attitude through development of self-esteem and a positive perspective and outlook in their lives. The purview of our evaluation is rather limited at this stage of the evaluation. It will be helpful to have a plan of pursuing the graduates of the program in their future lives and assess the long-term impact of the program. As far as this evaluation is concerned, we are compelled to limit the purview of our evaluation in assessing the change of mind, attitude, perspective, and possible future educational and life plans of the target groups. It will be relevant and highly desirable to gather information about the impact of the education in certain areas of school performance of the target groups to the extent that is observable during the period of this evaluation.

The promise and expectation of the program is that within a set number of weeks, program participants partake in a number of classes on a regular basis. During these sessions, they receive information, listen to their educators/facilitators, discuss various matters with them, learn how to express themselves, read the materials, let their imagination take them to places that they may have not been before, find their inner strength, change their perspective about themselves and others and discover the power within themselves, find the secret of interconnection of every living object on earth to

one another, develop the ability to plan for their present and future lives, get a tangible feel of where they are going in their lives, and discover where they want to be in the future. They are expected to emerge stronger and confident about their own identity and ability, accept responsibility, and understand that they have a choice about what they want to do and how others can treat them.



2) Method and the Process of Evaluation

As indicated earlier, some of the expected outcomes of the program can only be assessed if one embarks on a longitudinal study of those who are trained or join the ranks of the Manadoob Educators/Facilitators. Meanwhile, we developed a series of thematically appropriate surveys that were administered before and after the conclusion of the program as well as an exit survey for different groups of people who were involved in the program. They are explained below.

We developed four sets of separate surveys that were denominated in the following manner:

- Program Participants Survey: Reflection from before and after completing the Program.
- Parents' Survey
- Educator/Facilitator Survey Before entering the program and after its completion
- Teachers' Survey

Each of the surveys were designed based on specific thematic questions that respondents were supposed to have experienced and that helped their personal transformation and emotional growth envisaged in the program. The teacher's survey had questions that could help find what they experienced in seeing the expected change and transformation in their pupils.

2.1) Program Participants Survey: Reflection from before and after completing the program.

Each of the surveys has its own specific thematic issues that were used in the design of the questions. A thorough and careful assessment of Manadoob's teaching and activities give the promise that if successful, the program will achieve the following outcomes:

- A high percentage of participants will report an increased positive image of their possible future self.

- A higher percentage of participants will report increased skills in effective communication.
- A high percentage of participants will report increased communication with parents, teachers and mentors.
- A high percentage of participants will report looking for peace and harmony in their lives.
- A high percentage of participants will report wanting to develop better relationship with their peers.
- A high percentage of participants will report caring about education and better school performance.
- A high percentage of participants will report a greater desire to become successful in their lives.
- A high percentage of participants will report developing a greater ability to find who they truly are besides what people tell them.
- A high percentage of participants will report having a greater ability to see the purpose of their life's journey.
- A high percentage of participants report wanting to help others.
- A high percentage of participants report having greater affection about animals and all the living creatures in our natural environment.
- A high percentage of participants report looking for volunteer work to help others.
- A high percentage of participants will choose to avoid risky behavior
- A high percentage of participants will succeed in improving their academic performance as evident by school district reports (if possible and facilitated by the program).
- A high percentage of participants will opt for college entry preparations (older cohorts if they become relevant).
- A high percentage of participants will learn how to lead a healthy life (exercise and better nutrition).
- A high percentage of participants will find ways not to be bullied or bully others by understanding why people become bullies.

- A high percentage of participants will feel happier in their lives and enjoy what they have.
- A high percentage of participants will feel happy and content with their own abilities, talents, and gifts of their own lives.

2.2) Parents Survey

Parents have great insight into the behavior, attitude, and academic performance of their children. Their views come from a deeper understanding of their children and can be more reliable than any other group who may observe young children and notice any positive or negative development as they grow up. Parents are not silent observers and often are motivated to find out how they can help their children, and as such, are more interested in the lives of the children than any other group.

We used the following thematic issues to develop parents' questionnaire:

- Assessment of positive change in the behavior of their children as a result of attending the program (assessing the efficacy of the program).
- Assessment of the success of the program in meeting the academic needs of their children.
- Assessment of growth in confidence and the ability of their children to interact positively with peers and other people in their day to day environment.
- Assessment of the level of happiness and contentment of their children about who they are.
- Assessment of the ability of their children to connect with others and show their affection.
- Assessment of their level of enthusiasm about school, friends, family, and life in general.
- Important demographic information that allows us to cross-tabulate information for various policy implications.

2.3) Educator/Facilitator Surveys Before Entering the program and After Its completion

We made an effort to evaluate the impact of this program on the mindset, aspiration and

future outlook of the educators/facilitators who participated in the program as educators and guides of our children. This particular group is composed of individuals who vary from college students in the fields of education and psychology; school teachers; coaches; child care professionals; and members of the retired population who choose to give back to children as they once did during their careers. An outcome theme establishes that the program is likely to create positive implicit impact on their own lives and their future interactions. This is based on the holistic impact of the program that transforms the educator/facilitator and the students, and in the process, increases the overall positive impact on the society many folds. The following presents some of the more basic outcomes of this transformation in the lives of the group. Our questions and themes employed in the design of the educator/facilitator survey were based on measuring the expected outcomes highlighted below:

- A high percentage of the group will learn how to relate to young children and teens.
- A high percentage of the group will modify their own perspective about their own life and their relationship with society, and what serves the common good.
- A high percentage of the group will become interested and continue work in child development professions.
- A high percentage of the group will learn how to become a mentor for younger kids.
- A high percentage of the group will develop a greater desire to help others as volunteers.
- A high percentage of the group becomes aware of the social problems that cause violence among kids in our school system.
- A high percentage of the group will become advocates of greater emphases on government policies that help children and adolescents to grow up and will have greater confidence in their own ability.
- A high percentage of the group will feel that as a result, they are likely to become better parents, grandparents and mentors.

3.4) Teachers' survey

The goal of the teachers' survey was to see the impact the program has on students and whether this impact was positive or negative. The questions on this survey were specifically designed to use the views the teachers had regarding the program and its relationship to their students. The context of the assessment was to determine if particular students' behavior or performance changed since the beginning of the school year. The options for each of the ten questions asked are given below:

- Did not need to improve
- Significant improvement
- Moderate improvement
- Slight improvement
- No change
- Slight decline
- Moderate decline
- Significant decline

The thematic issues can be summarized below:

- Behavior and friendliness
- Academic performance
- Participation and level of attentiveness in the class
- Motivation to come to school and learn
- Being happy and content with his/her appearance
- Showing interest in others
- Level of self-reliance and standing up for herself/himself
- Willingness to volunteer

3) Results of the Survey, Their Significance, and the Impact of the Program

As mentioned before in the process of this evaluation, we created a number of standardized survey instruments that were used to gather information regarding the impact of the program from the perspective of those who received the training as well as the ones who provided such education. The surveys embarked on a journey to study the dual impact of such transformation from both sides.

In addition, we used professionally recognized survey and statistical methods to perform our program evaluation. We used the existing literature to establish a survey of thoughts, ideas, and theories in relation to the pertinent evaluation questions. Based on these findings, various questionnaires were developed. The design of the questionnaire instruments were preceded by a questionnaire planning activity through which we took the following steps to ensure application of an effective method of data collection and analyses:

- Evaluate previous survey projects and/or studies in various parts of the country that may relate to this particular project and its objectives.
- Identify the specific objectives of our own survey along the lines discussed and presented earlier (in this proposal) as the desired outcomes of the program.
- Carefully examine the characteristics of the population that are to be surveyed.
- Reviewed every survey instrument with principal program designers and educators and incorporate their views and suggested modifications to insure that our exercise is relevant and has the approval of those who are intimately familiar with the program.
- We then presented our survey instruments and provided specific instructions and recommendations on how to collect the information and submit it for processing and analyses to the evaluating team.

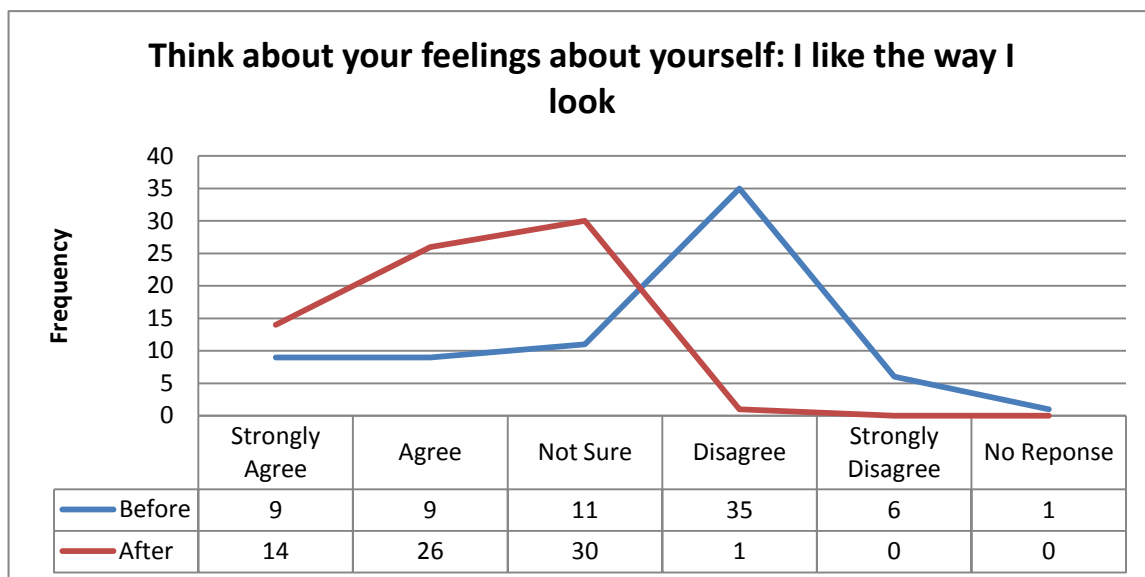
After the collection of data pieces, they were coded and entered into separate pertinent SPSS databases for statistical analyses. Unique variable names and labels were assigned to each variable on the questionnaire. Data entered was checked for errors and any found

were subsequently corrected. The final outcomes are categorized and presented in the following order.

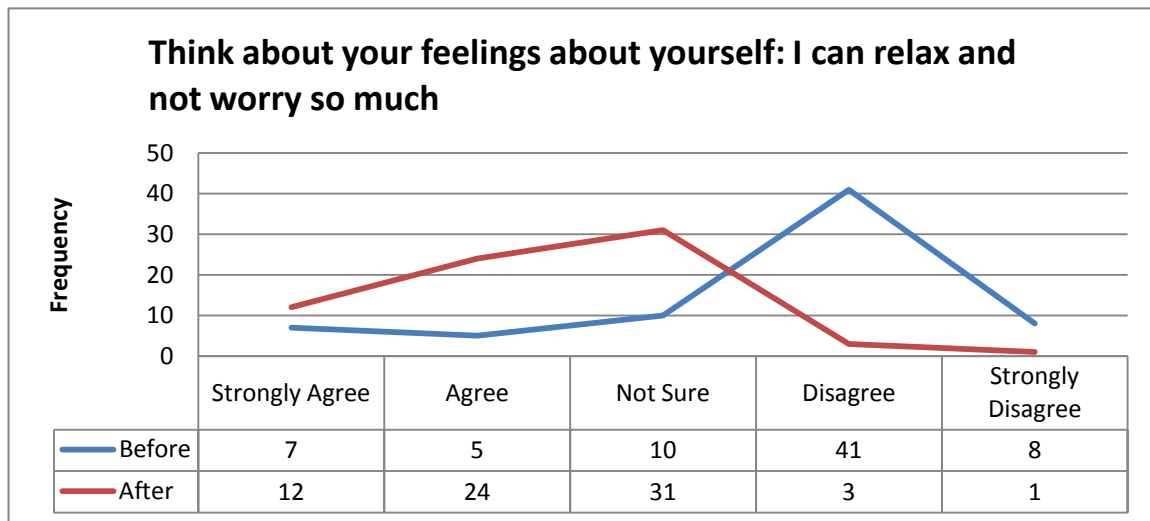
3.1) Findings and Their Interpretation from Program Participants Survey

Some 71 participants filled out the questionnaire upon completion of the program. They were asked specific questions based on the previously explained thematic issues. The following results show a remarkable degree of transformation in every aspect of their academic, personal and mental behavior.

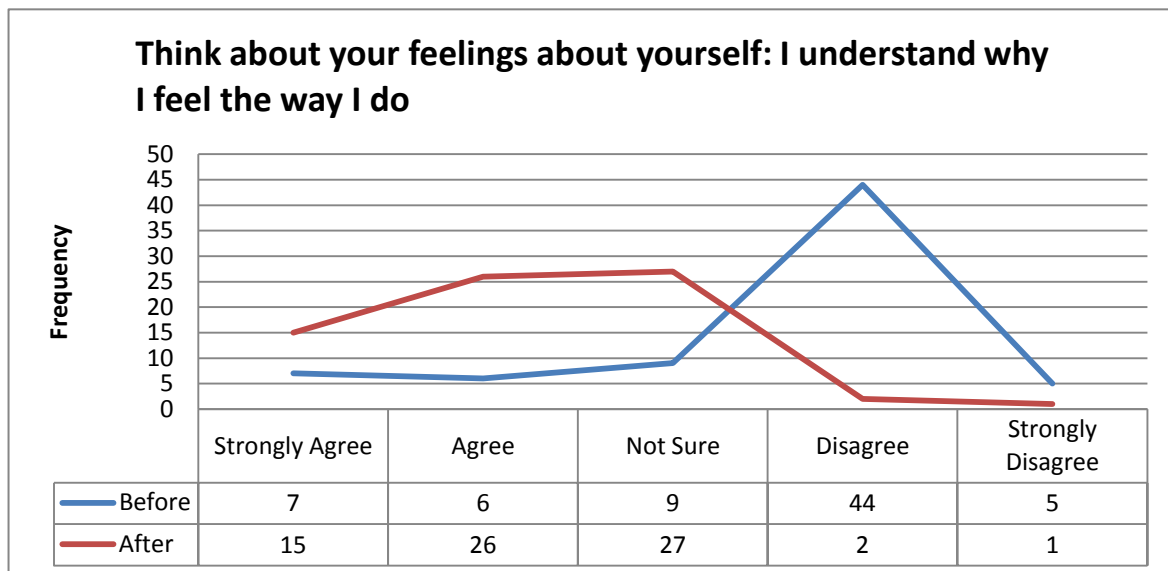
3.1.1) Results of: Think about Your Feelings and Yourself



The outcome presented in the above chart is impressive. In the beginning of the program, only 25% (18/71) of the respondents either agreed or strongly agreed that they liked the way they looked and 58% either strongly disagreed or disagreed that they liked the way they looked. By the end of the program, the situation drastically reversed and more than 56% agreed or strongly agreed that they liked the way they looked. By the end of the program, only one person, or 1.4% of the respondents, disagreed that they liked the way they look.

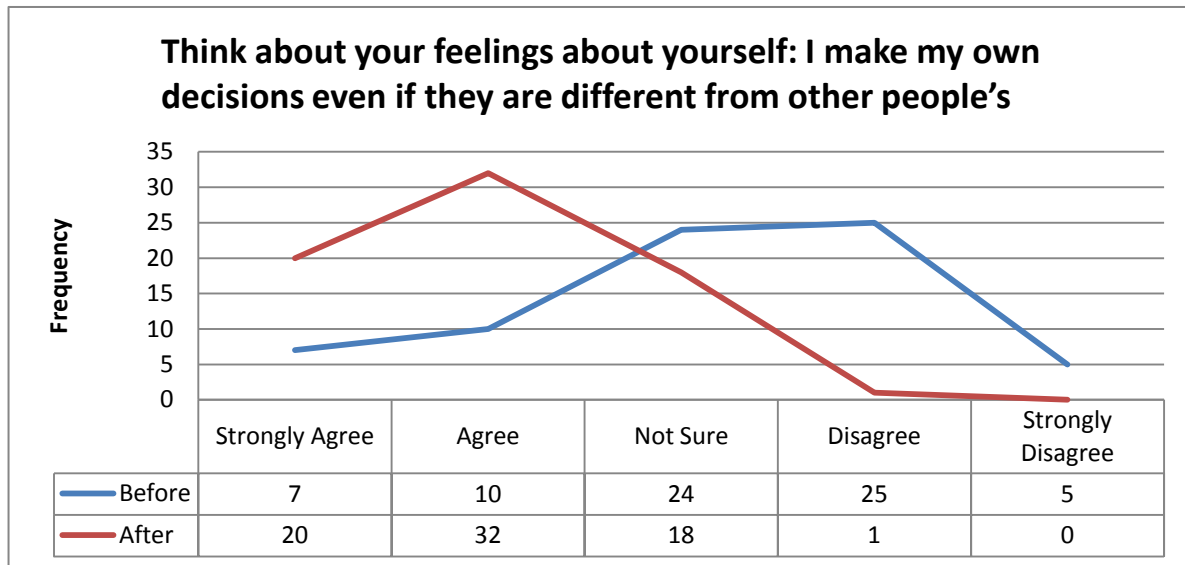


The above chart shows that by the conclusion of the program, 51% of the respondents said that they can relax and not worry too much (sum of those who agreed or strongly agreed) as opposed to a much lesser percentage of 17%. By the end of the program, only 4 out of 71 were still worried and could not relax. This showed an exponential improvement over the period of training.

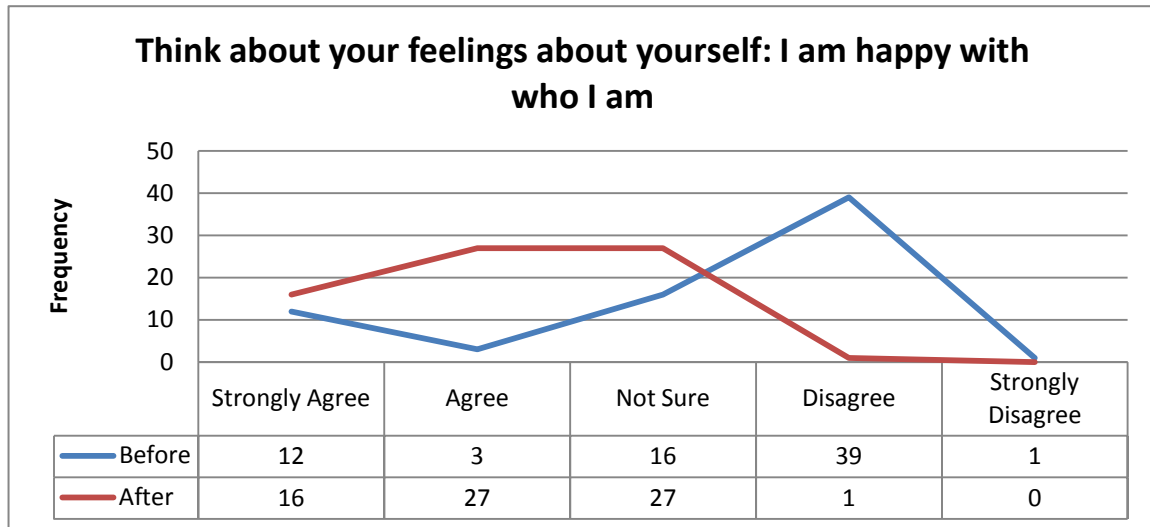


The results presented in the above chart show a high level of clarity and awareness that had taken place in the personal and emotional understanding of the youth who participated in the program. Before participating in the program, only 13 out of 71

participants (18%) understood why they feel the way they do. After the program had concluded, the number rose to 41 people, or 57% of all the participants. Only three people did not know why they feel the way they do after the program was completed.

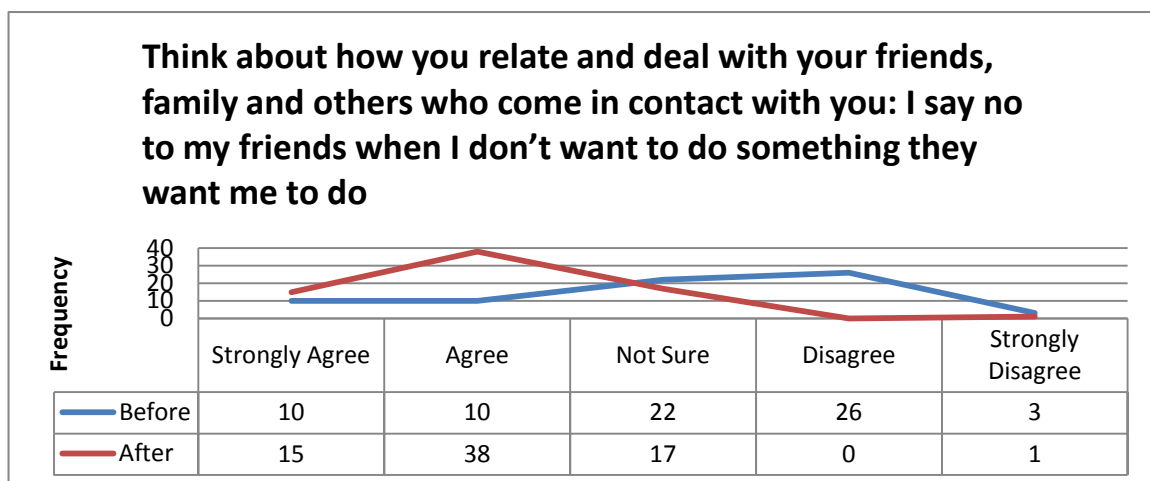


Once again, the above chart shows a significant improvement in the thinking and personal feelings of youth who participated in the Manadoob program. There were only 17 out of 71 participants (24%) who said they make their own decisions if they were different from other people's. This showed a low level of independent thinking and a high level of yielding to peer pressure. After the completion of the program, 52 out of 71 said that they make their own decisions even when they differ from other people's (73% of total respondents). There was only one person who disagreed after the program completed as opposed to a large number of 30 out of 71 or 42% of total respondents. This result provides very strong evidence in regards to the impressive level of the positive influence of the Manadoob program in building self-esteem and resilience against peer pressure and the often mindless conformity from which many of our youth suffer.

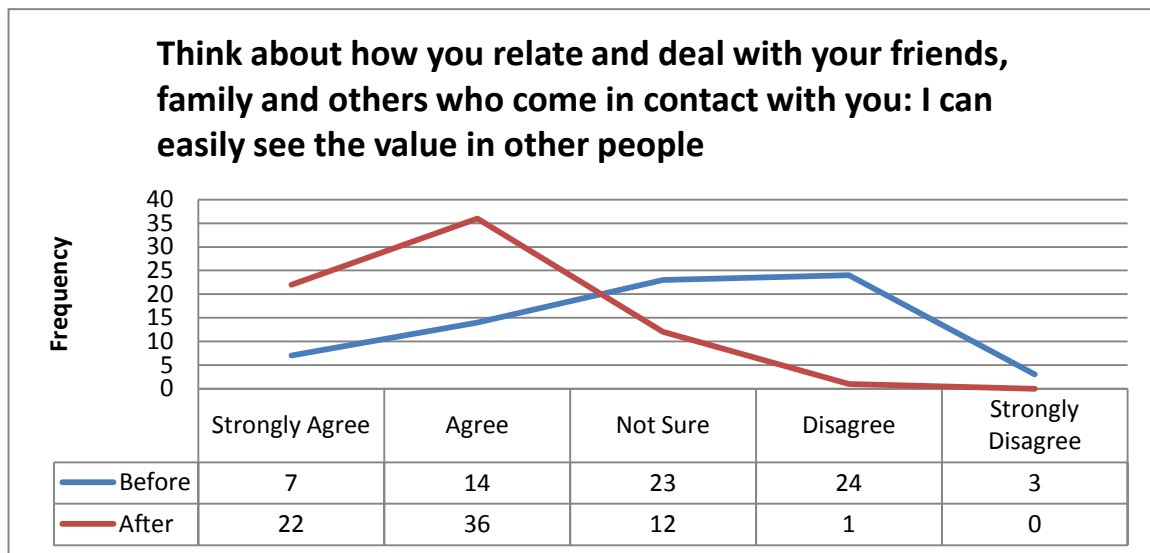


Self acceptance and being happy with who we are is the most important building block of creating self-esteem. The above chart shows that before the start of the program, only 15 out of 71 respondents said that they were happy with who they are (21%). After the workshop was over, the number people who agreed or strongly agreed with the statement increased to 43 out of 71, or more than 60% of the total respondents. After the program was over, only one person was not happy with who whom he/she was as opposed to large group of 40 people who felt unhappy with who they were. This is a remarkable change and a significant reversal in the state of mind and feelings of the youth who participated in the Manadoob program.

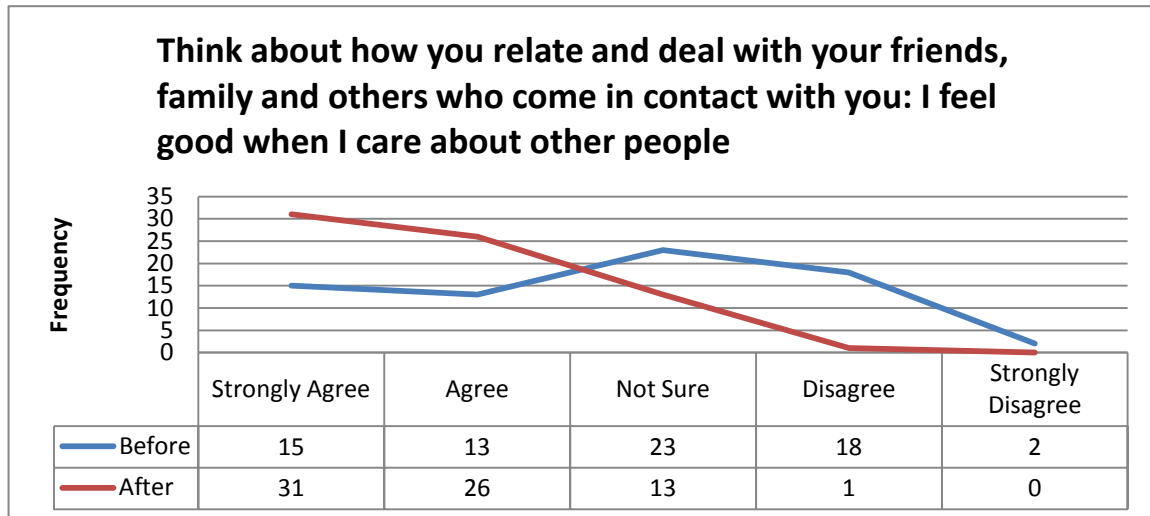
3.1.2) Results of: Think About How You Relate and Deal with Your Friends, Family and Others who Come in Contact With You



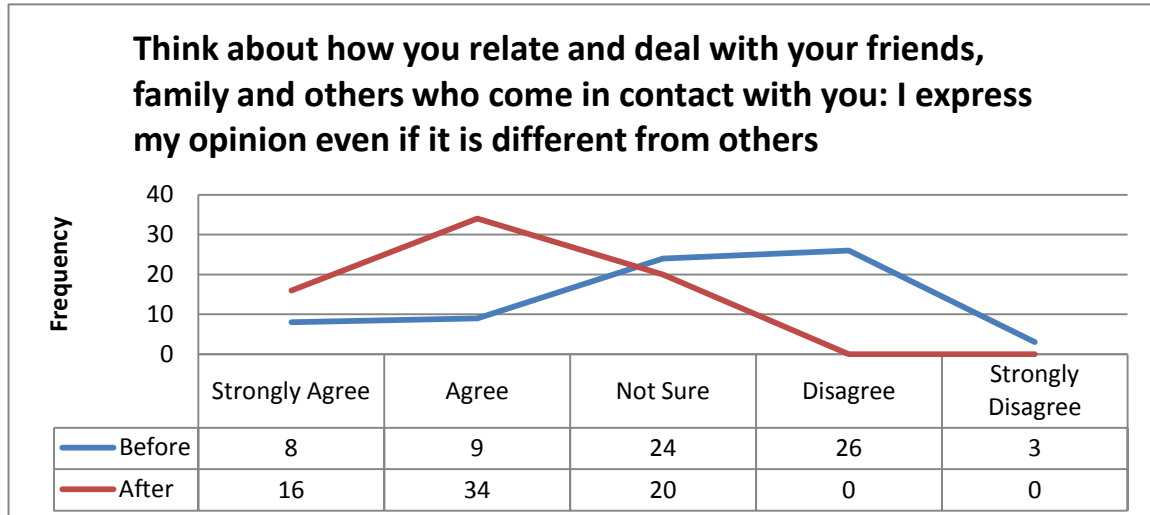
The above chart provides clear evidence about the efficacy of the Manadoob Program to help children build strong character and self-esteem by relying on their own judgment and not yielding to undue peer pressure. Before entering Manadoob training and workshop, only 20 out of 71 felt that they could say no to their friends when they pressured them to do something unwanted. The number of people who reached that level of self confidence by saying no to what they do not want to do against the pressure from their friends increased to 53 or 75% of the children, or 3 out of 4. There was only one person who could still be clearly pressured by the conclusion of the program not to say no when he/she did not want to do something.



Seeing value in other people is an important indicator of self-esteem and maturity in a young person's character. The above chart shows that only 21 out of 71 participants could easily see the value in other people. After the conclusion of the program, this number increased to 58 people out of a total of 71, or 82% of the total participants. By the conclusion of the program, there was only one person who was still in disagreement with this statement and could not easily see the value in other people.

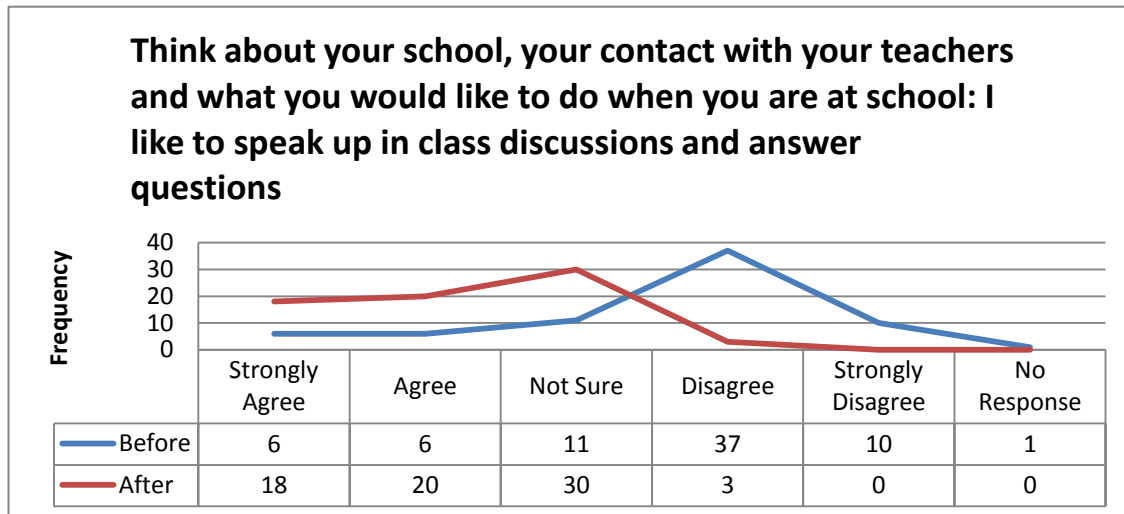


Caring for other people is a positive sign of strength of a person's character and it often comes from self-confidence and personal happiness and contentment. The above chart shows that only 28 out of 71 respondents could feel good when they cared about other people. After the training was over, this number increased to a total 61 out of 71 people who responded; an impressive percentage of 86% of total participants. This is a remarkable outcome.

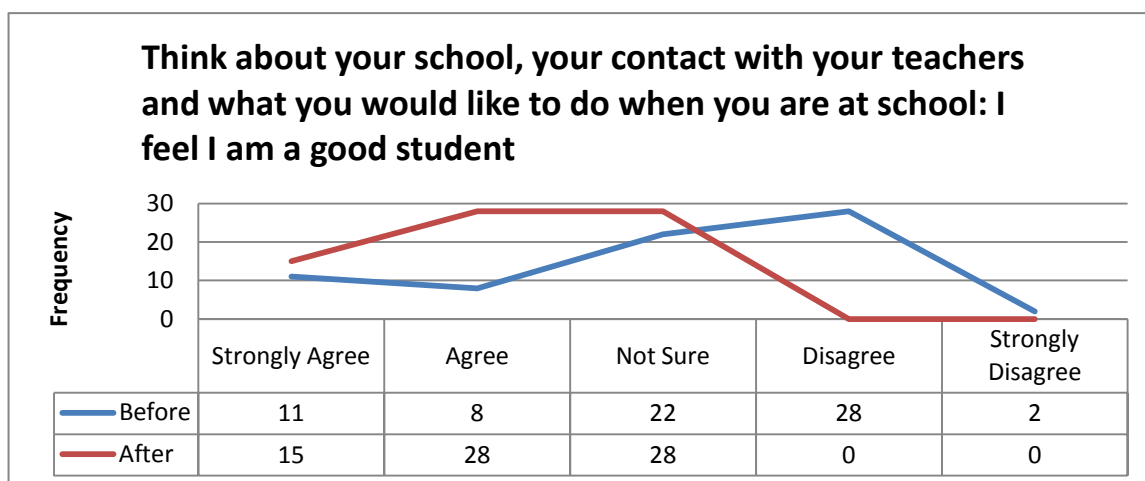


The results expressed in the above chart are strong evidence showing the high level of the success of the program. In the beginning and before the start of the workshop, only 17 out of 71 respondents said that they express their opinion if it was different from others in their group. After the workshop was completed, this number increased to 50 people out of 71, or 70% of the total respondents. After the training was completed, no one was in disagreement or strong disagreement

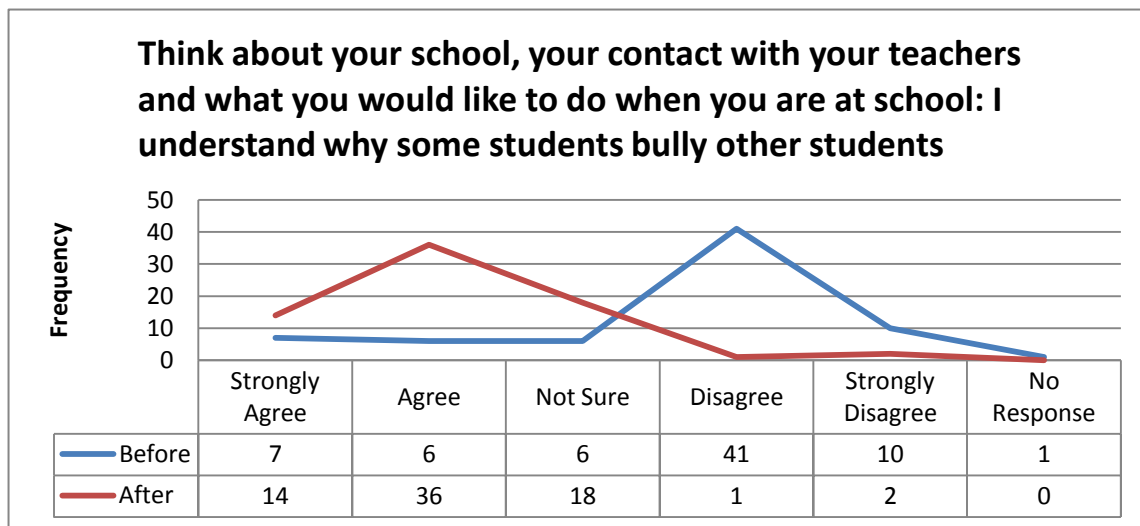
3.1.3) Think About Your School, Your Contact With Your Teachers and What You Would Like to Do When You Are At School



Speaking one's mind and expressing one's own opinion is a clear sign of self-confidence. The above chart shows that going through the program made an important impact on the children. Before participation, 12 of the 71 people said that they liked to speak up and express their opinion in class when a discussion came up, a mere 17% of total participants. After the workshop was over, the percentage of people who agreed or strongly agreed with this statement increased to 54% of the total participants, or 38 people out of 71. After the workshop was over, there was not even one person who said that they disagreed or strongly disagreed with the statement.

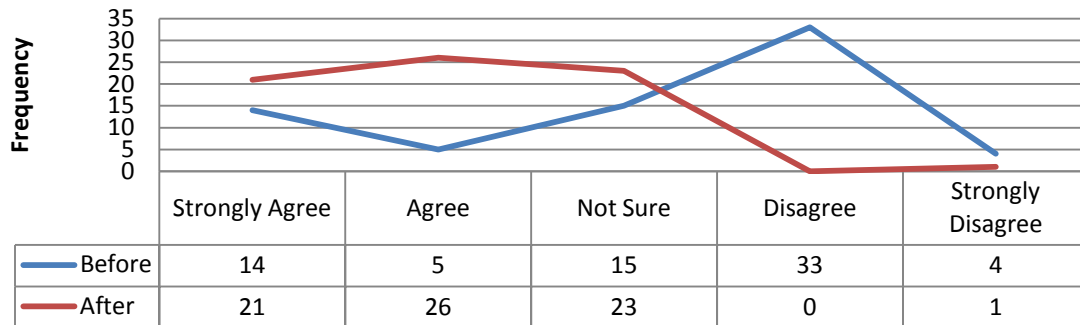


The above chart shows that the percentage of children who think they are good students increased remarkably as a result of attending the Manadoob Program. Before participating in the program, only 19 of them said that they felt that they are good students (27%). After the workshop was over, the number of those who said they feel they are good students increased to a total of 43 out of 71, or 61%. By the conclusion of the program, no was in disagreement or strong disagreement.



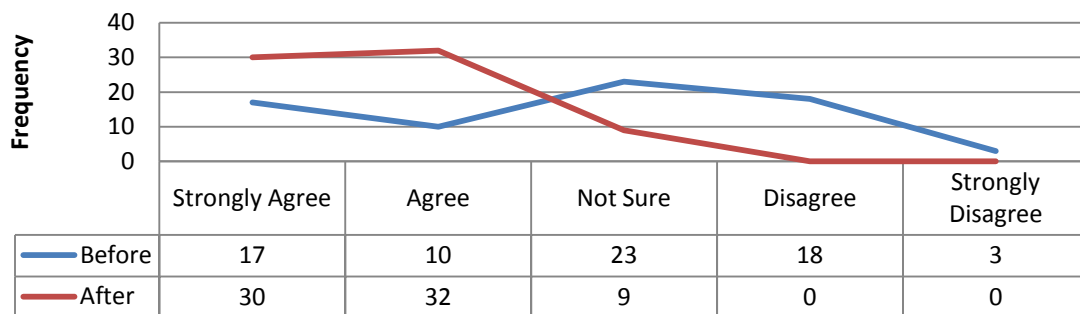
Bully and behaving in a bullying manner is a national problem which causes much suffering and sometimes tragedy in our schools. The impact of the Manadoob program on making children realize why some bully others and how one should deal with it is remarkable. The above chart shows that before participating in the program, only 13 out of 71 could understand why some students bully other students (18%). After the program was completed, the number of those who could understand the reasons for bullying others increased to 50 out of 71 or more than 70%. There were only three students who still did not know why some students bully others.

Think about your school, your contact with your teachers and what you would like to do when you are at school: I have a positive purpose in my life



Having a positive purpose in life is probably one of the biggest if not the biggest factor in leading a positive and happy life. Before the program, only 19 out of 71 participants said that they had a positive purpose in life (27%). After the program was completed, this number increased to 27 out of 71 or 66% of the participants.

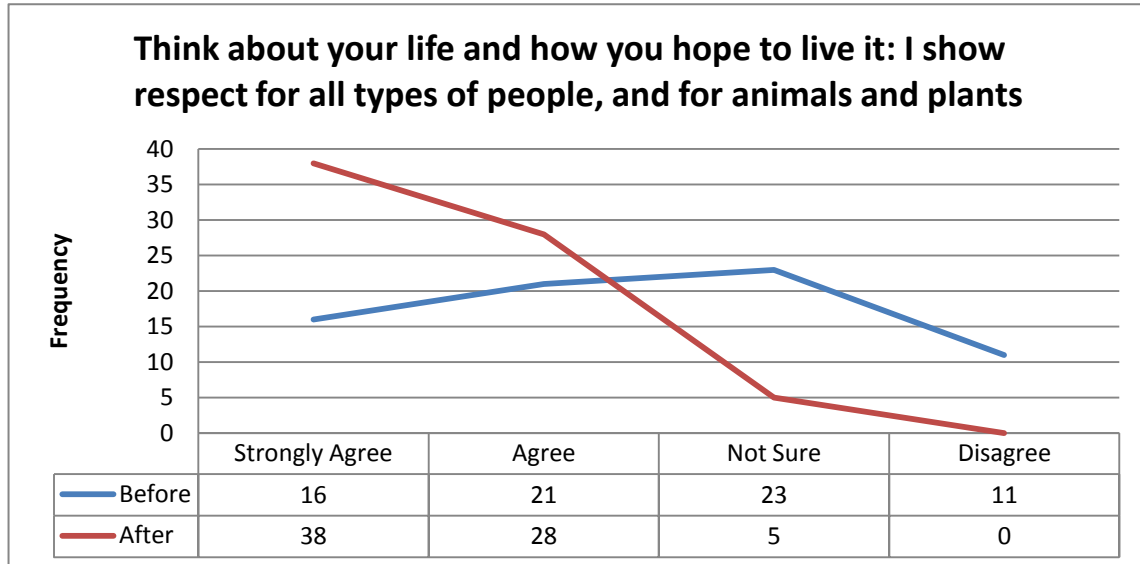
Think about your school, your contact with your teachers and what you would like to do when you are at school: I know that by doing well in school I will be prepared for a better life



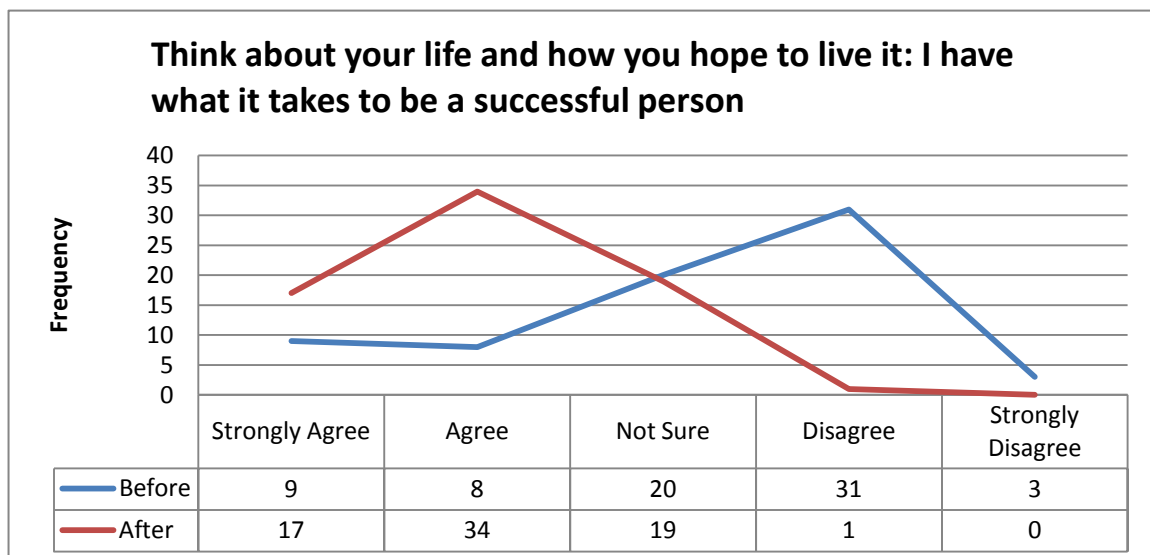
Believing in the relevance and importance of education in the life of a young person is an important stage of reaching balance and finding a positive path to a productive future life. Before the program began, only 27 out of 71 reached the realization that going to school prepared them for a better life (30%). After the program concluded, the number reached a total of 62 out of 71 or 87% of total participants. This is a remarkable achievement. By the end of the program, there was no one that disagreed with this statement, and only nine

were still unsure.

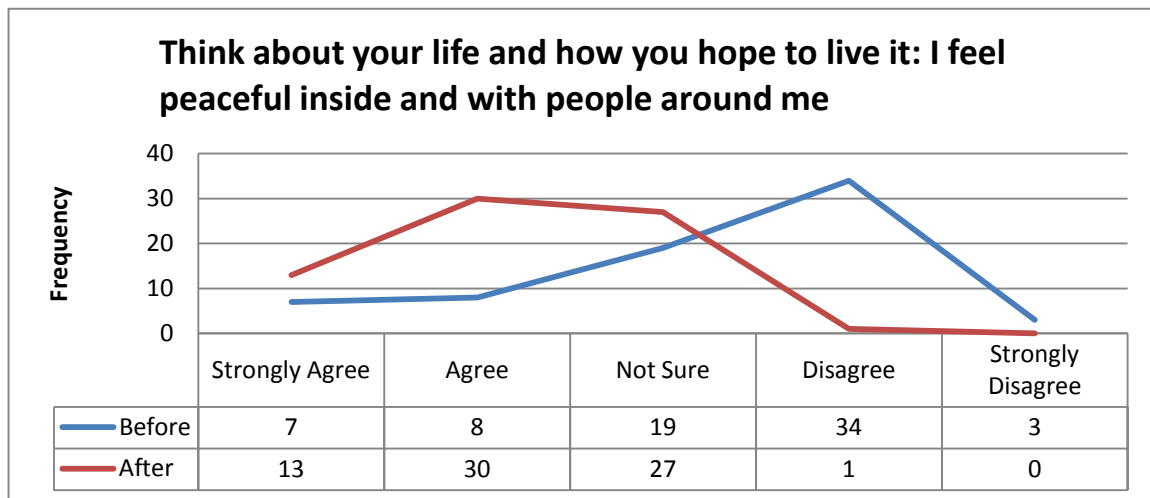
3.1.4) Think About Your Life and How You want to Live it.



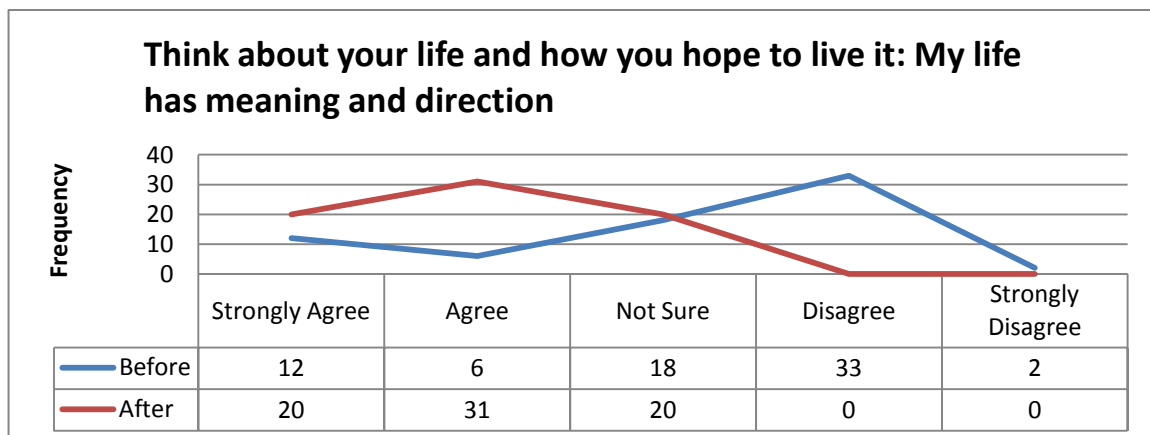
The above chart shows the remarkable degree of personal growth and compassion in relating to other living entities in life. Before the program began, some 37 out of 71 said that they showed respect for all types of people, and for animals and plants (38% of participants). After the conclusion of the program, this number increased to 66 out of 71, or 93% of total participants. Only five were still unsure, and there was no one who did not have respect for all types of people, or animal and plants.



The above chart shows that the training brought a sharp change in the attitude of those participated in it. Before attending the workshops, in total only 17 out of 71 (24%) said that they have what it takes to be a successful person. However, after the training, the number of those who knew what it takes to be a successful person increased to 51 out of 71 or 72%, which was about three times the number before attending the workshop offered by Manadoob. The number of those who still did not know fell to only one person.

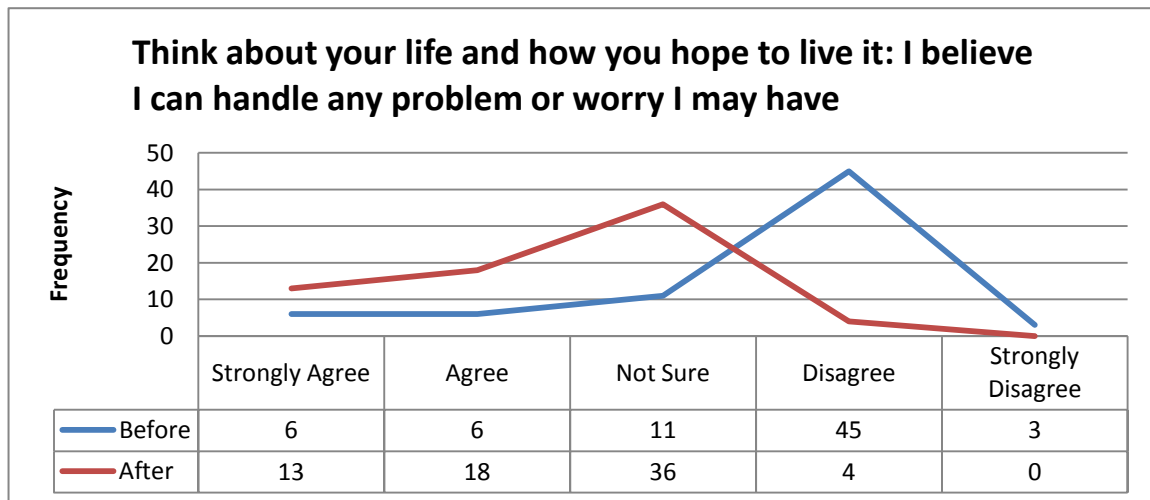


Feeling peaceful inside and around people is a great sign of being in harmony with oneself and the environment around people. There were only 15 out of 71 who felt peaceful inside themselves and with people around before attending the training (21%). The number increased to 43 after the workshop was concluded, and this number of those who were at peace inside and with the surrounding environment tripled.



Before the participating in the Manadoob workshop, only 18 out of 71 agreed or strongly

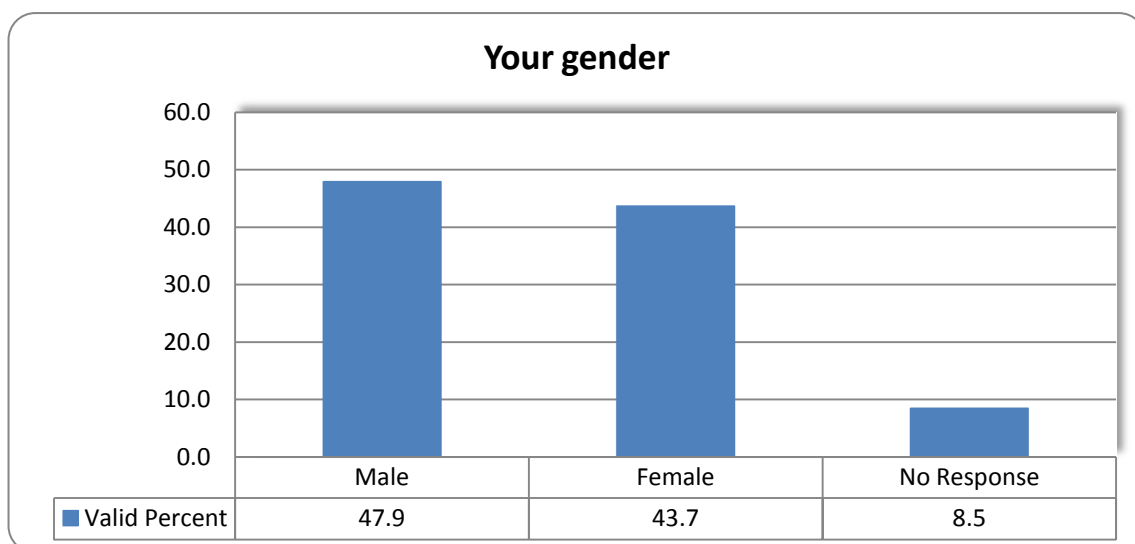
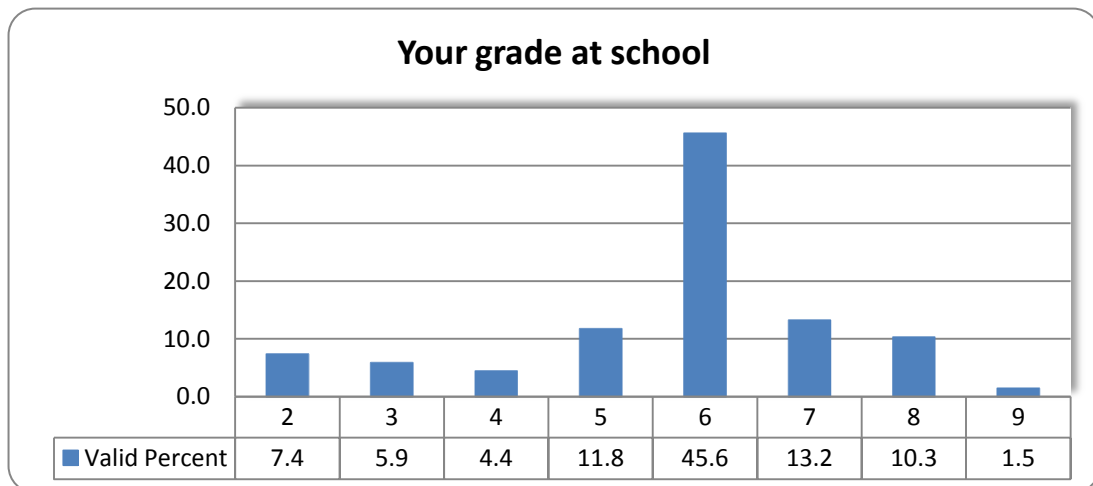
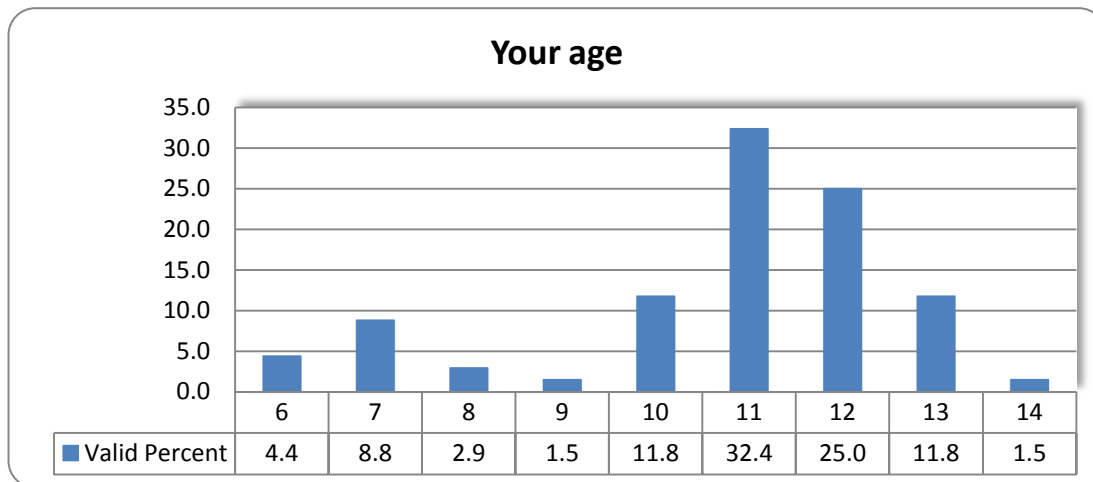
agreed that their life has meaning and direction (25%). After the training, this number increased to a total of 51 out of 71 (72%). There was no one by the conclusion of the workshop who would say for sure that they did not know the meaning of their lives and their direction. This is a remarkable achievement.

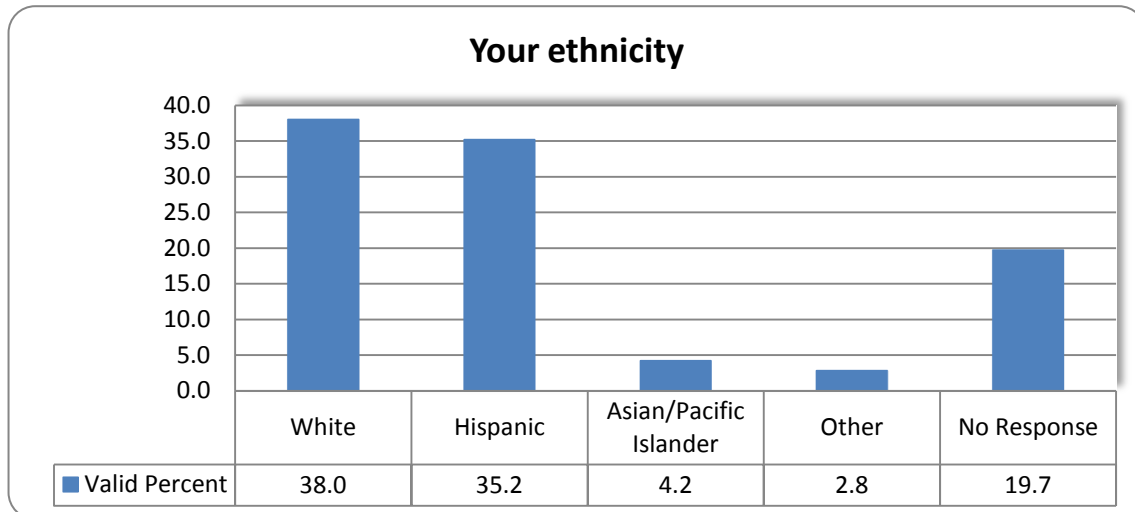


Finally, the outcome presented in the above chart shows a significant increase in the number of children who answered positively to the very difficult question of believing that they can handle any problem or worry that they may have. Before the workshop, only 12 said that they believe they can handle any problem or worry that they may have. After the workshop, the number increased to 31: an increase of more than one and a half times. The interesting part of this finding is that before the workshop, the number of those who did not believe that they could handle any problem or worry were 48 or 68% of the respondents, and this was reduced to a mere four people, or less than 6%, which signifies a ten-fold reduction.

3.1.5) Important Demographics of Training Participants

The following charts provide important demographic information of those who participated in the workshop.





The above four charts show that:

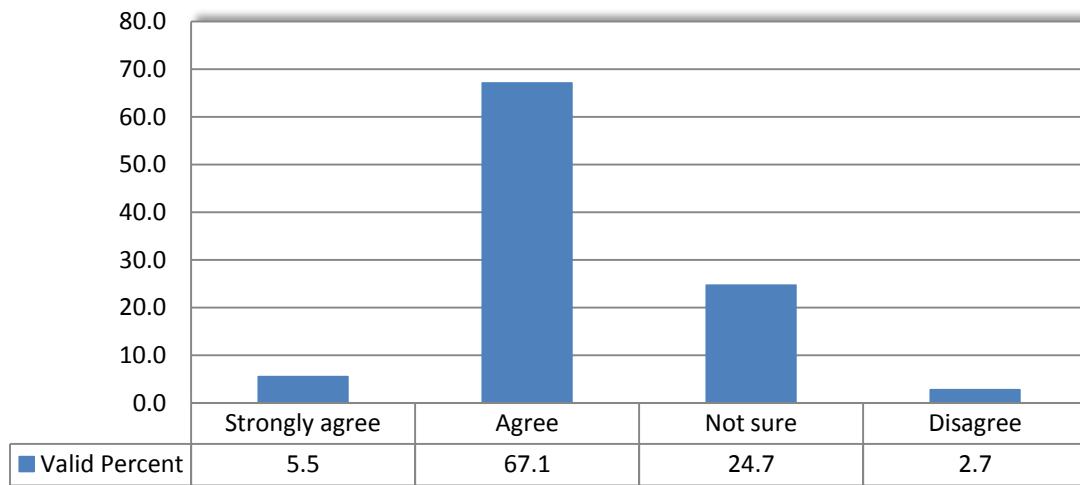
- Respondents were mainly from the age group of 10 to 13 years of age (81%).
- They were primarily between grades of 5 to 8 (81%).
- They were almost equally distributed between the two genders of male and female.
- There was almost an equal distribution between Whites and Hispanics (38% White and 35.2% Hispanics). Almost 20% of the respondents did not answer the question of ethnicity. 4.2% were Asian and Pacific Islanders and 2.8% identified themselves as other.

3.2) Parents' Survey

Parents have great insights about their children and can be reliable sources of information about them as well as good observers of the changes that may occur in their behavior, feelings, and emotions state. The following charts present a summary of our findings from 73 parents that filled out our survey. The thematic issues of the survey were presented in the earlier part of this report. The general theme of questions was how the workshop impacted the children and their outlook, behavior, sense of belonging, attitude towards others, academic performance, self-confidence, and self-reliance.

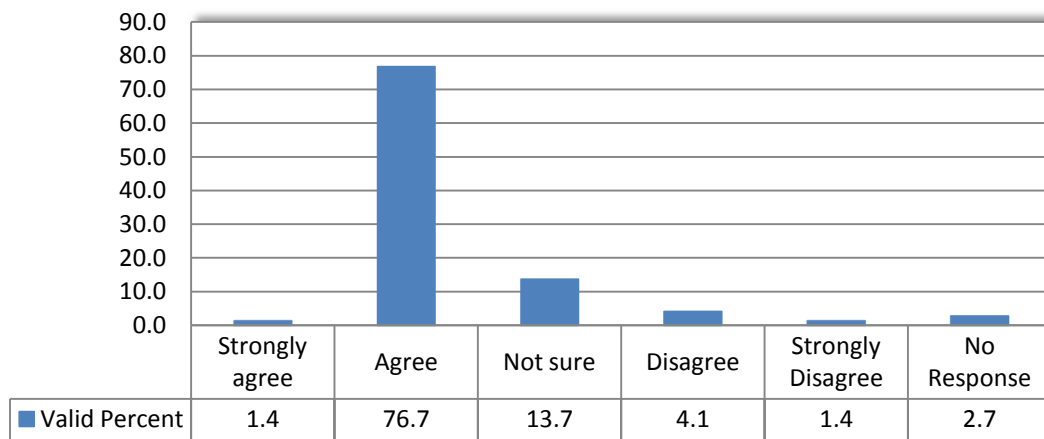
3.2.1) Impact of the Workshop on Children's Ability to connect with Peers, Family, and Others Around Them

My child shows greater ability to make friends



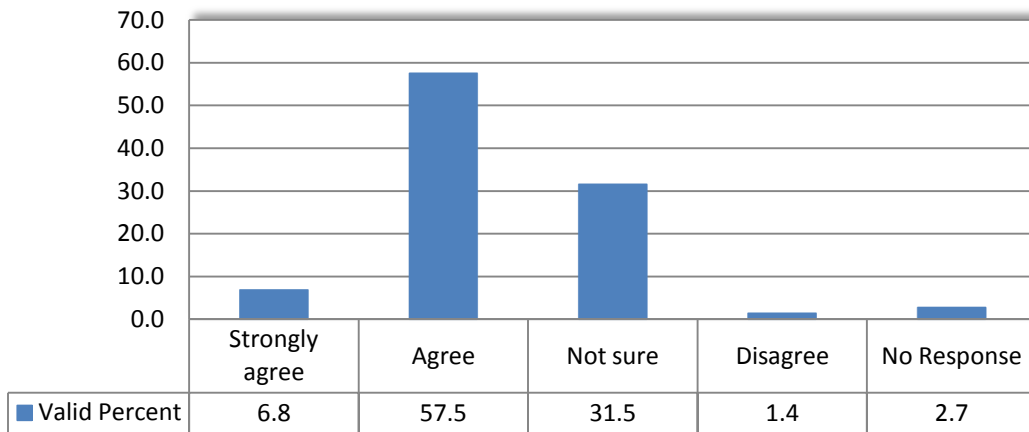
The above chart shows an overwhelmingly positive response regarding the impact of the workshop on children's ability to make friends. 73% of the parents agreed or strongly agreed that as a result of attending the workshop, their children have a better ability to make friends.

My child demonstrates a greater ability to get along in the family



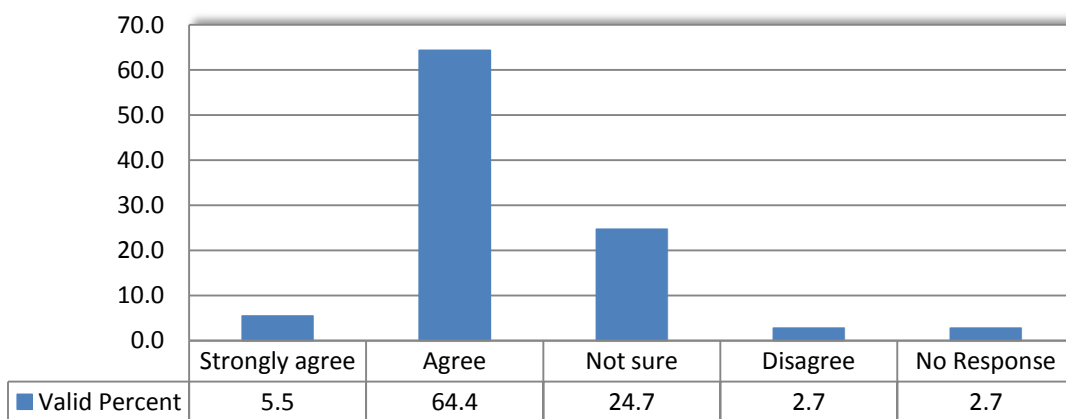
Getting along with family is an important sign of becoming more settled in the life of a young person. The above chart shows that 78% of parents agreed that their children demonstrated a greater ability to get along in the family.

My child seems more gentle and caring about other kids when he/she plays with them



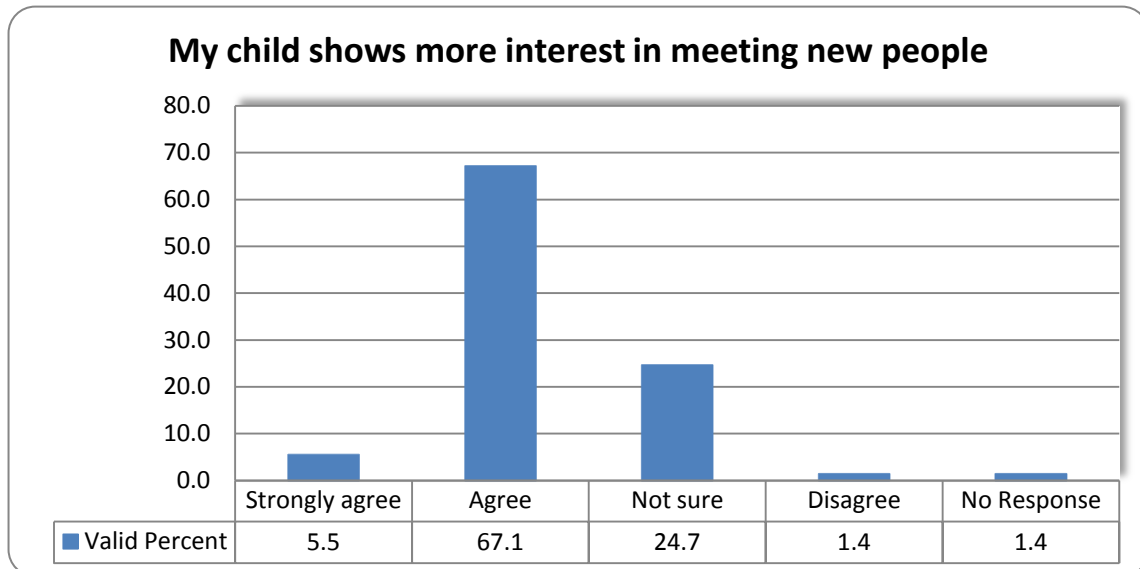
Getting along with others has different manifestations. Treating other kids gently in play is a positive sign of such growth in a child's personality. The above chart shows that 64.3% of parents agreed or strongly agreed that their children seem more gentle and caring while playing with other kids. Only 4.1% disagreed or strongly disagreed with such an assertion.

My child is more able to show his/her affection towards others

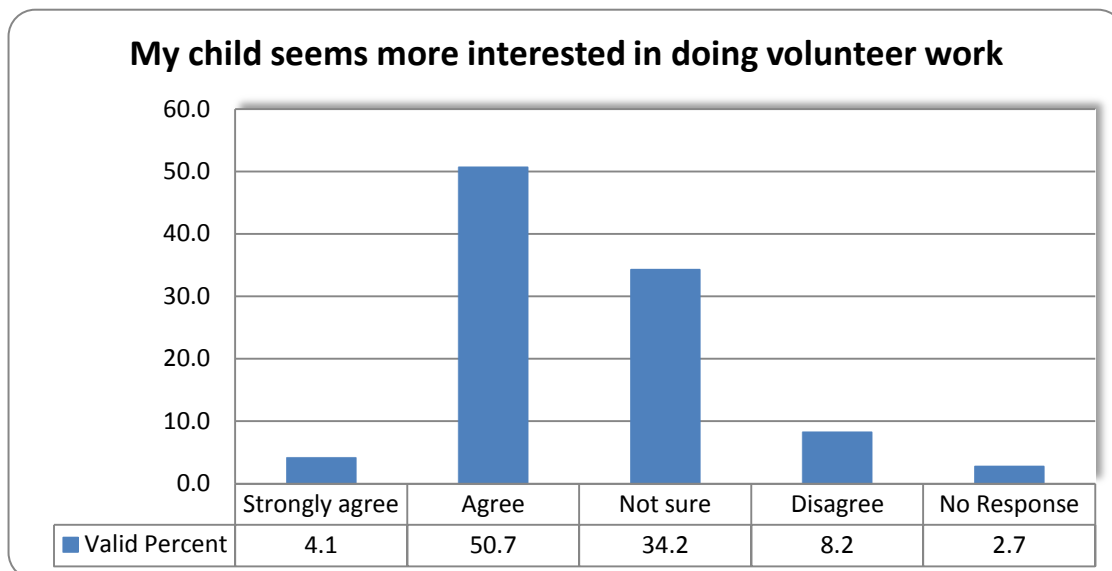


Showing affection towards others is an important element of developing good character, emotional maturity, and growth. 70% of parents agreed or strongly agreed that they observed that their children are more able to show their affection towards others. 24.7%

were not sure and only 5.4% disagreed or strongly disagreed with such statement.



Meeting new people is a good sign of developing self-confidence. The above chart shows that 72.6% of responding parents agreed or strongly agreed that their children show more interest in meeting new people. Only 2.8% disagreed or strongly disagreed and 24.7% were not sure.

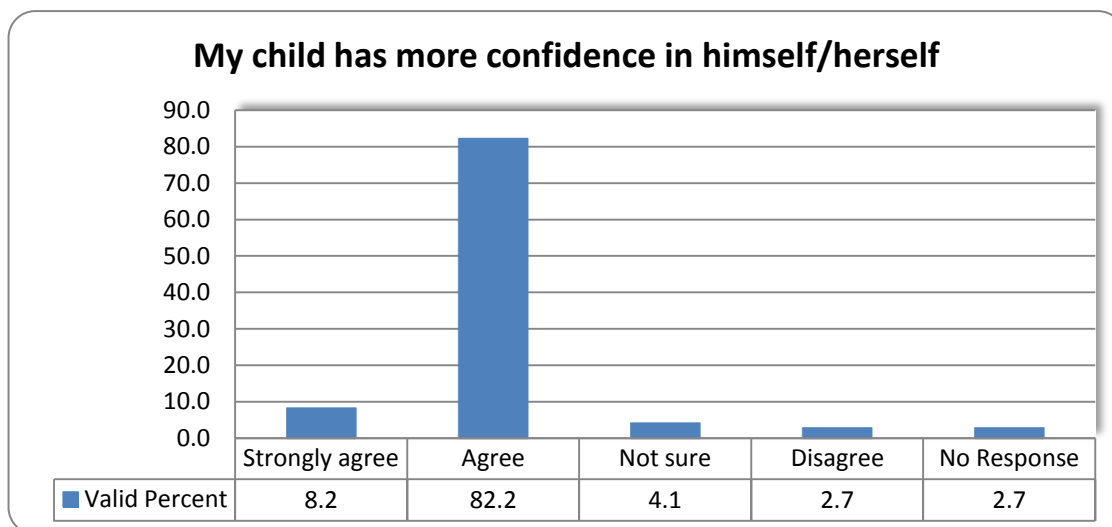


Doing volunteer work is a good indication of becoming interested in the wellbeing of others and developing a greater sense of responsibility towards others and groups of institutions that people work in or come in contact with. 54.7% of parents said their children seem more interested in doing volunteer work. 34.2% were not sure and only

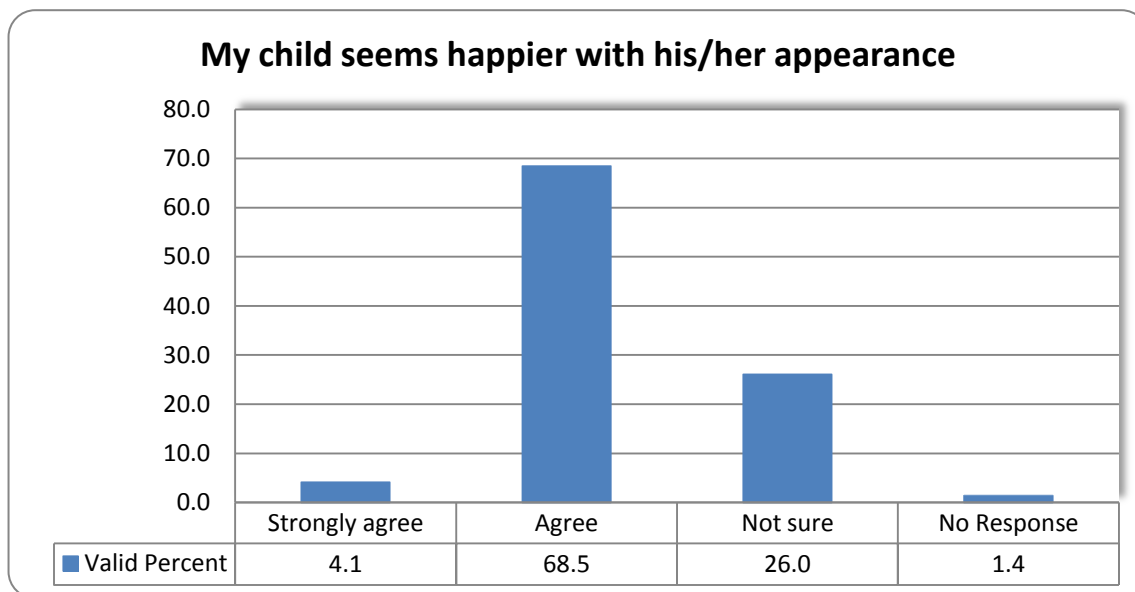
10.9% disagreed or strongly disagreed with this statement.

3.2.2) The Impact of the Workshop on Developing Self-Confidence, Feeling Better About Oneself, Dealing Better with Problems and Having Positive Outlook in Life

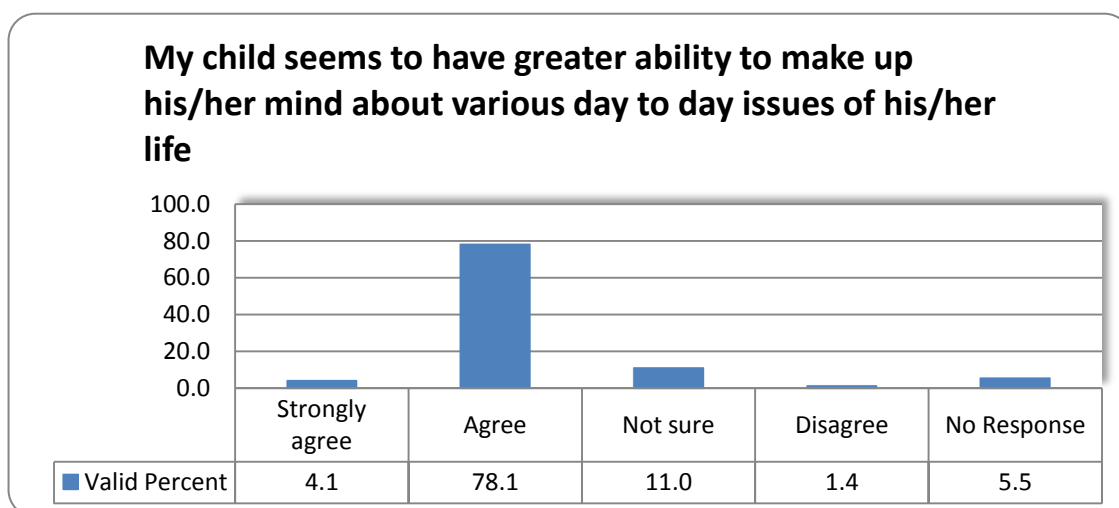
Self-confidence, empathy, feeling comfortable, and not getting overwhelmed or losing one's own focus are important elements of becoming whole and at peace with one's own life.



The above chart shows that according to 90.4% of parents, their children have more confidence in themselves as a result of attending the Manadoob workshops. Only 4.1% of parents were not sure and 4.4% of parents disagreed with such statement. This is one of the strongest pieces of evidence of the effectiveness of the Manadoob program.

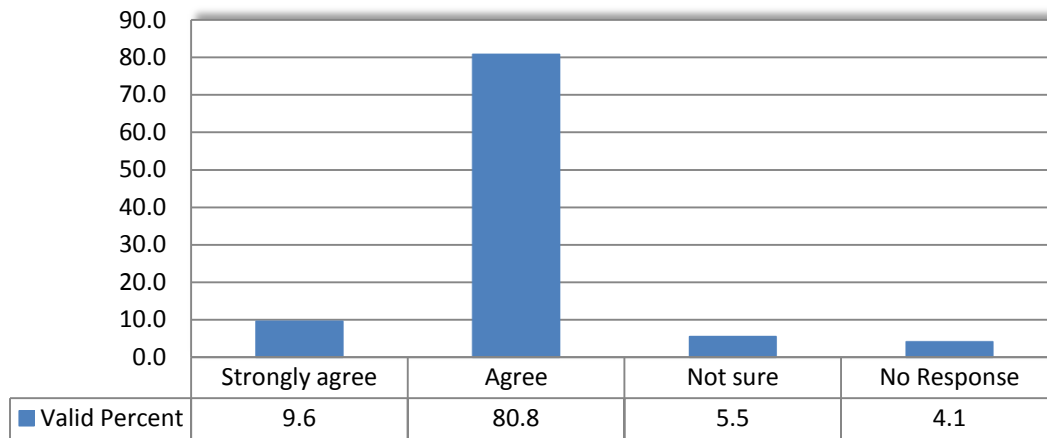


One of the signs of developing self-confidence is to be content with one's own appearance. The above chart shows that 72.6% of parents agreed or strongly agreed that their children seemed happier with their appearances. There was no disagreement. However, 26% of parents were not sure about it and 14% did not respond to the question.



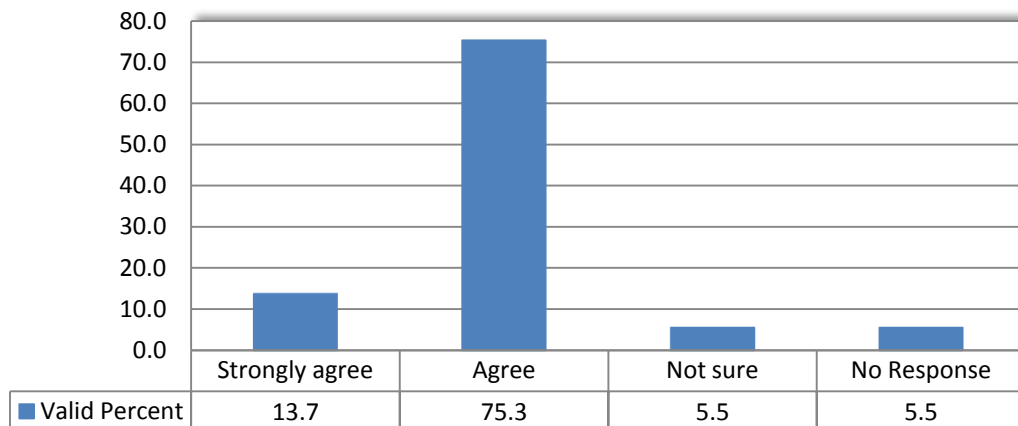
Making decisions and being able to move forward is important and shows a developed state of mind in a youth. The above chart shows that 82.2% of parents agreed or strongly agreed that their children seem to have a greater ability to make up their minds about daily issues in their lives. 11.0% were not sure and only 1.4% disagreed.

My child is more capable of standing up for himself/herself



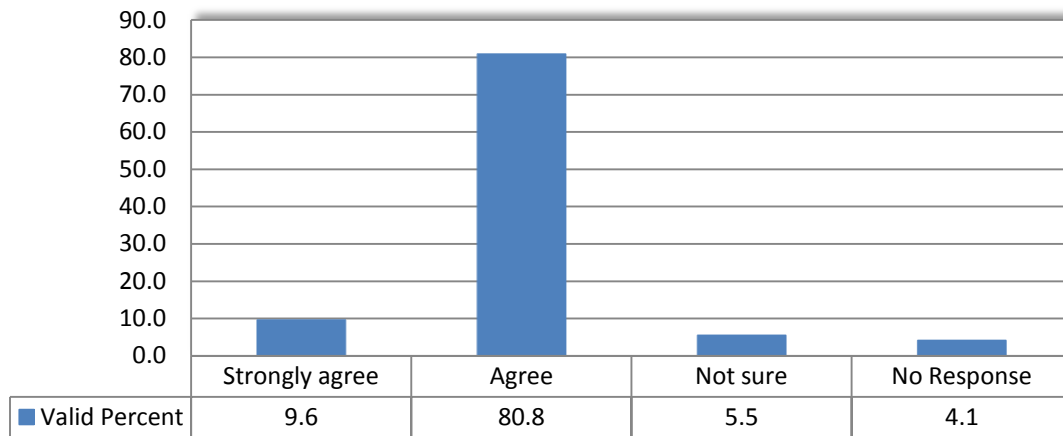
Nine out of ten parents (90.4%) said that they agree or strongly agree that their children are more capable of standing up for themselves.

My child shows greater confidence in talking about himself/herself



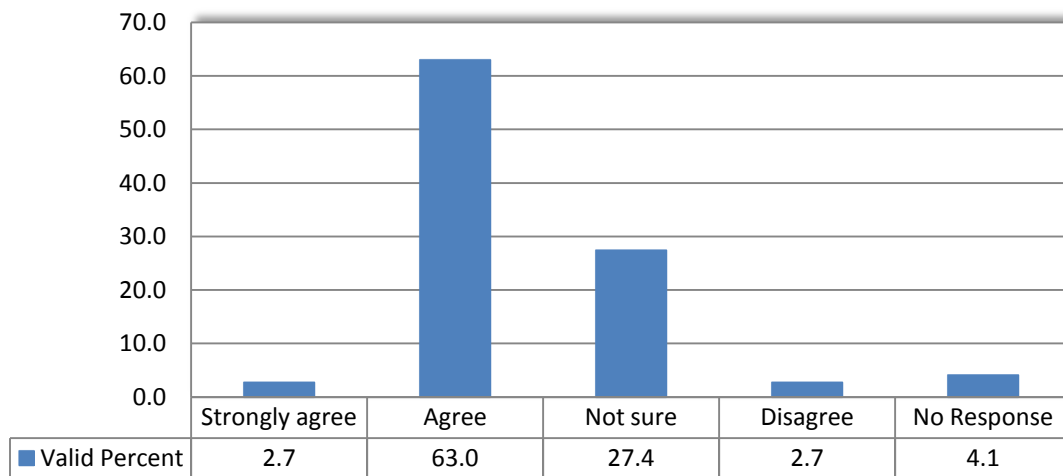
Results in the above chart present similar findings, indicating a significant increase in the self-confidence of children according to their parents. 89% of parents agreed or strongly agreed that their children show greater confidence in talking about themselves.

My child finds it easier to say good things about himself/herself



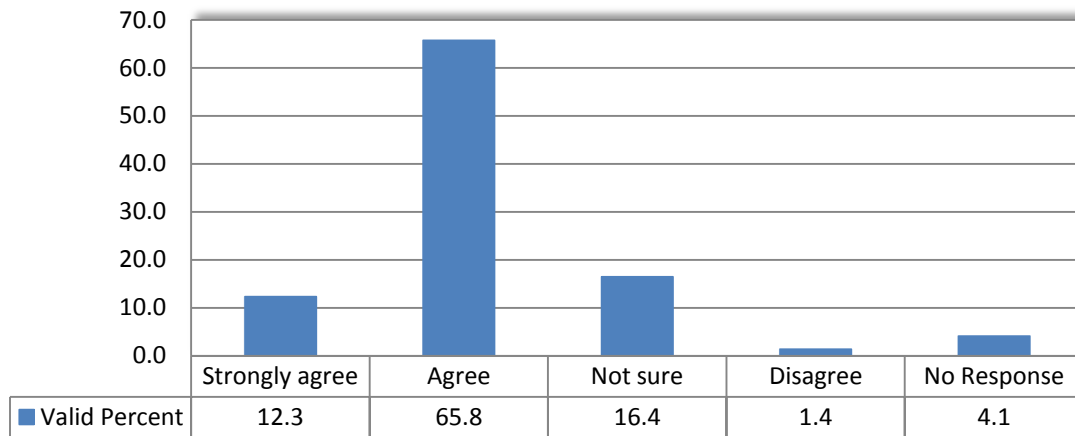
Once again, according to parents and their experience with their children, more than 90% agreed or strongly agreed that they find that their children find it easier to say good things about themselves.

My child seems more energetic



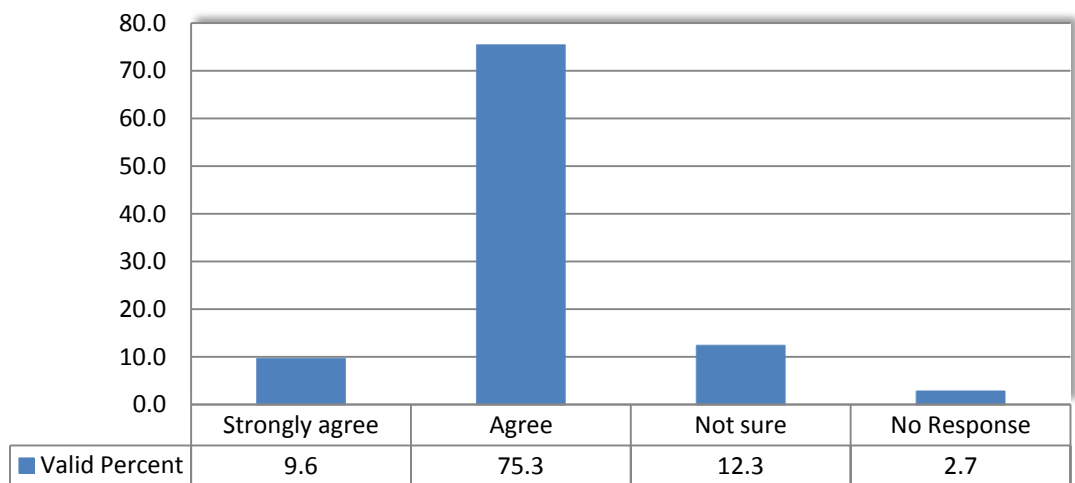
Feeling good about oneself comes with more energy and the above chart provides ample evidence that the Manadoob program has a positive impact on the children who participated in its workshop. According to 65.7% of parents, their children seem more energetic. 27.4% were not sure and only 2.7% disagreed with this statement.

My child seems calmer and less angry when things do not go his/her way



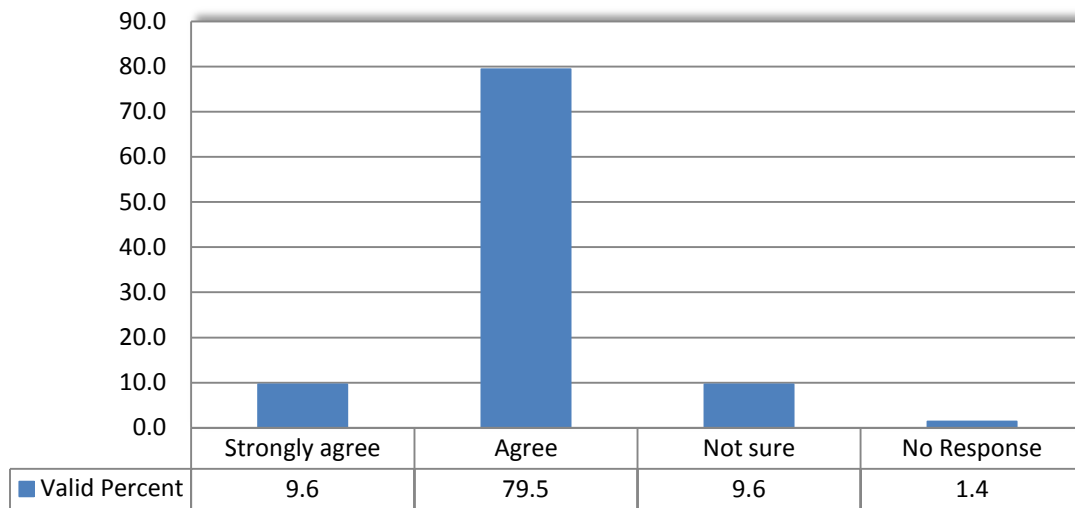
Being calm and less angry is a positive sign of being at peace with oneself. According to 78.1% of parents, their children seem calmer and less angry when things do not go their way. Some 16.4% were not sure and only 1.4% disagreed with this statement.

My child seems more satisfied with himself/herself



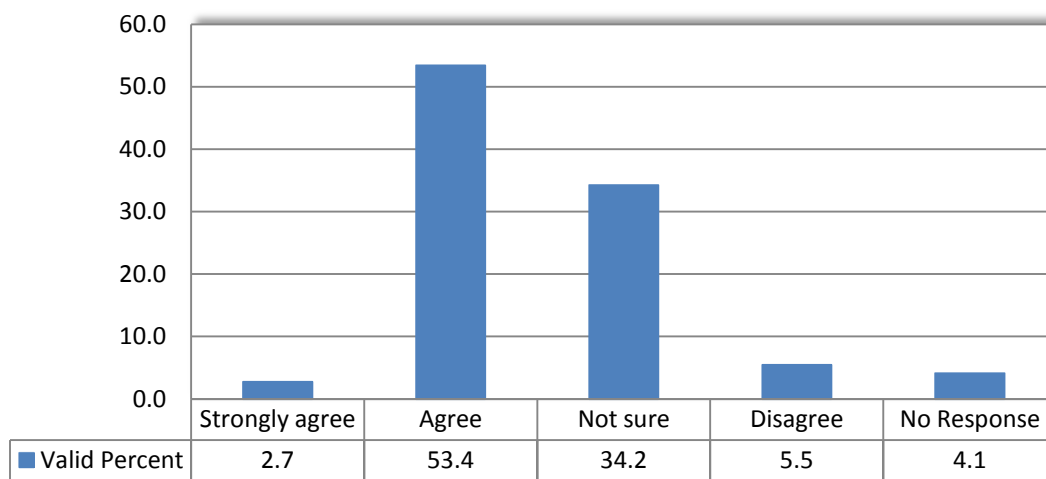
Being satisfied with oneself is the ultimate test of being in harmony and peace within oneself. 85% of parents agreed or strongly agreed that their children seem more satisfied with themselves.

My child seems to have a more positive outlook on life



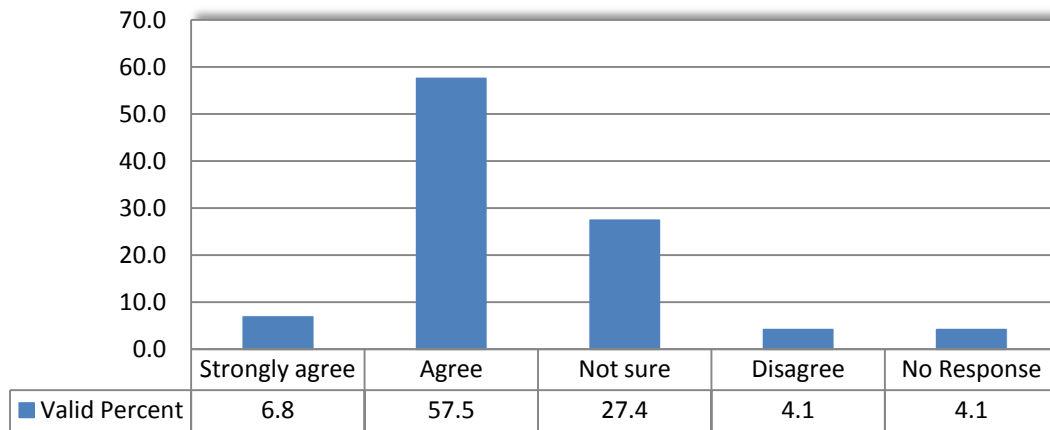
Nine out of ten of parents (89.1% to be exact) said that their children seem to have a more positive outlook on life. Only 9.6% of parents were not sure and no one disagreed with this statement.

My child pays more attention to his/her health



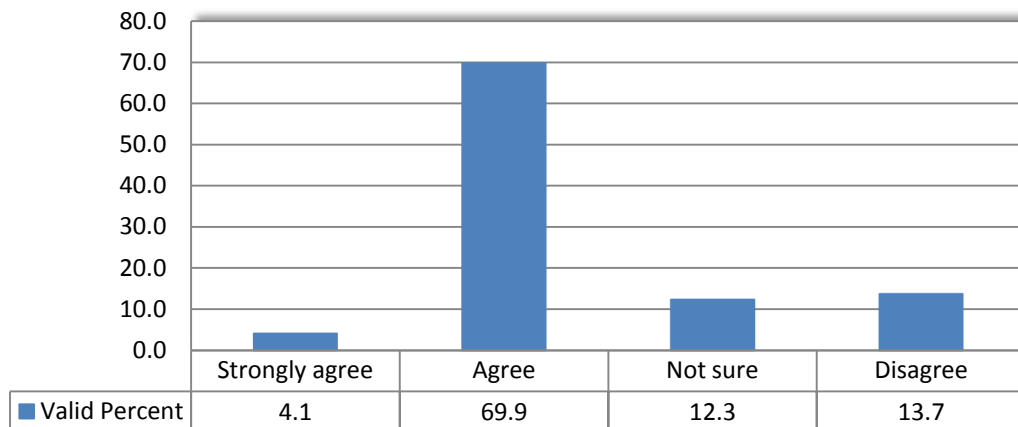
Being at peace and having self-confidence can help one to pay greater attention to one's lifestyle and health. According to 56.1% of parents, their children pay more attention to their health. Some 34.2% were not sure and only 5.5% disagreed.

My child shows greater affection towards pets and other animals



Caring about others is a positive sign of showing emotional growth. 64.3% of parents said that their children show greater affection towards pets and other animals. Only 4.1% disagreed and 27.4% were not sure.

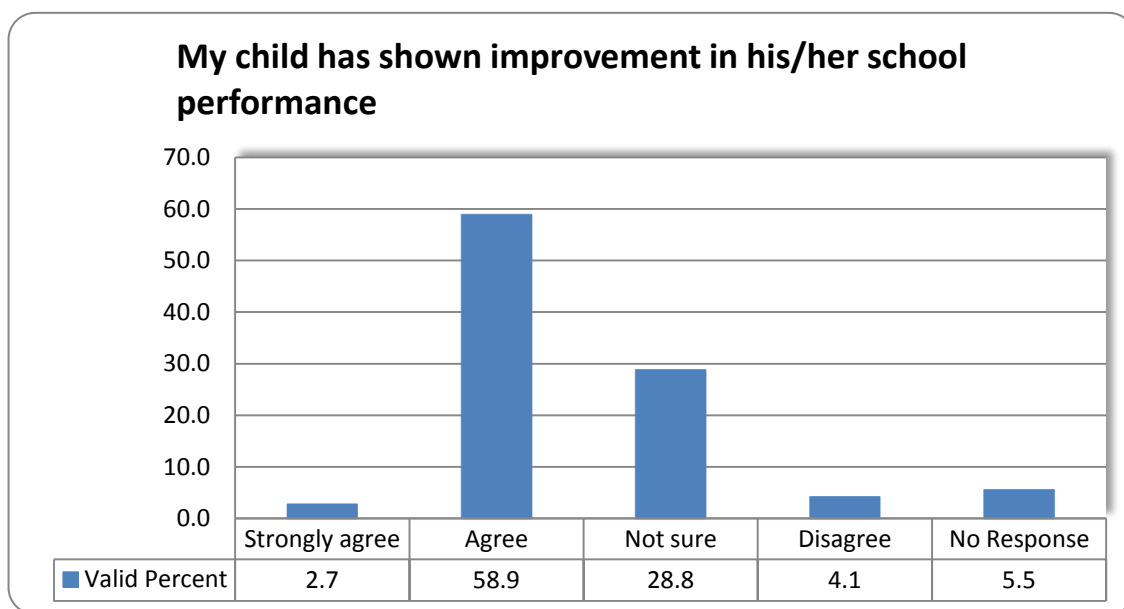
My child talks more often about how important it is that we take care of our environment



Thinking about the environment and caring about our planet shows the connection we have with our life on Earth on a much higher level. 74% of parents agreed or strongly agreed that their children talk more often about how important it is that we take care of our environment. 12.3% were not sure and 13.7% disagreed.

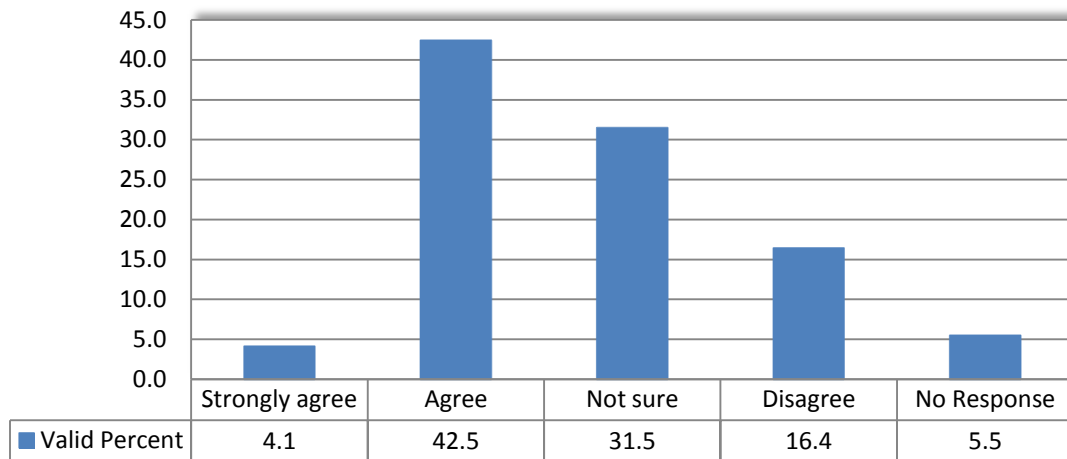
3.2.3) Impact on Students' Academic Performance, Appreciation of Education, and Desire to Acquire Better Education

Improving academic performance and paying attention to the importance of education are at the core of much of our efforts within any youth development program. Appreciating education in one's life, developing good learning habits, caring about school work, being prepared to work hard and taking pride in one's academic accomplishments are all signs of success for any student in a youth education program.



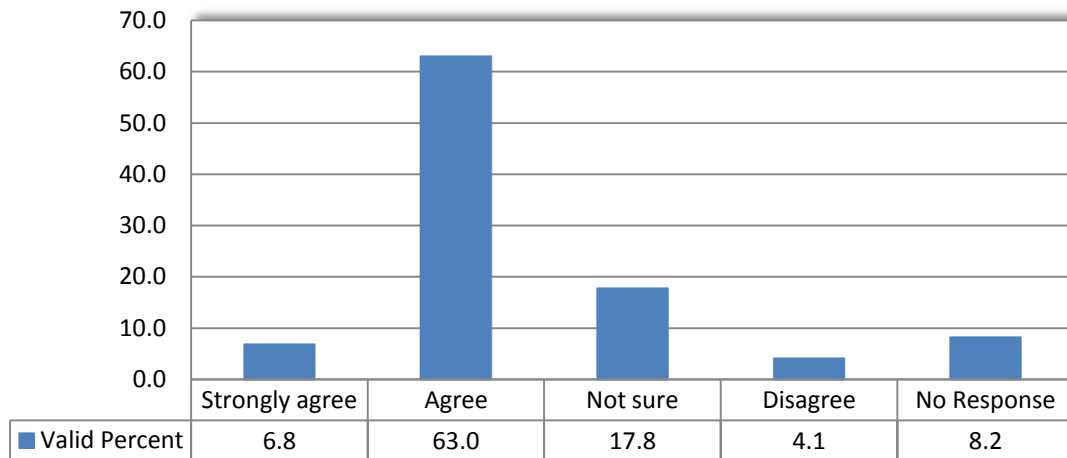
The above chart indicates that according to 61.1% of parents, they found improvement in their children's school performance. 28.8% were not sure and only 4.1% disagreed.

My child shows me his/her completed homework more often

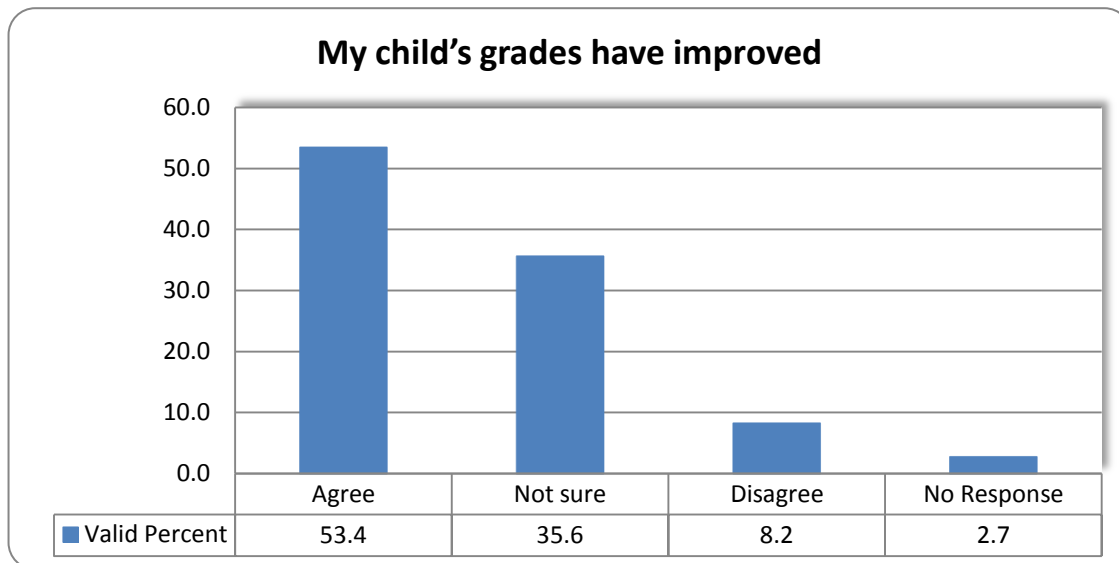


The above chart indicates that according to 46.6% of parents, their children show them their completed homework more often. 31.5% were not sure and 16.4% disagreed.

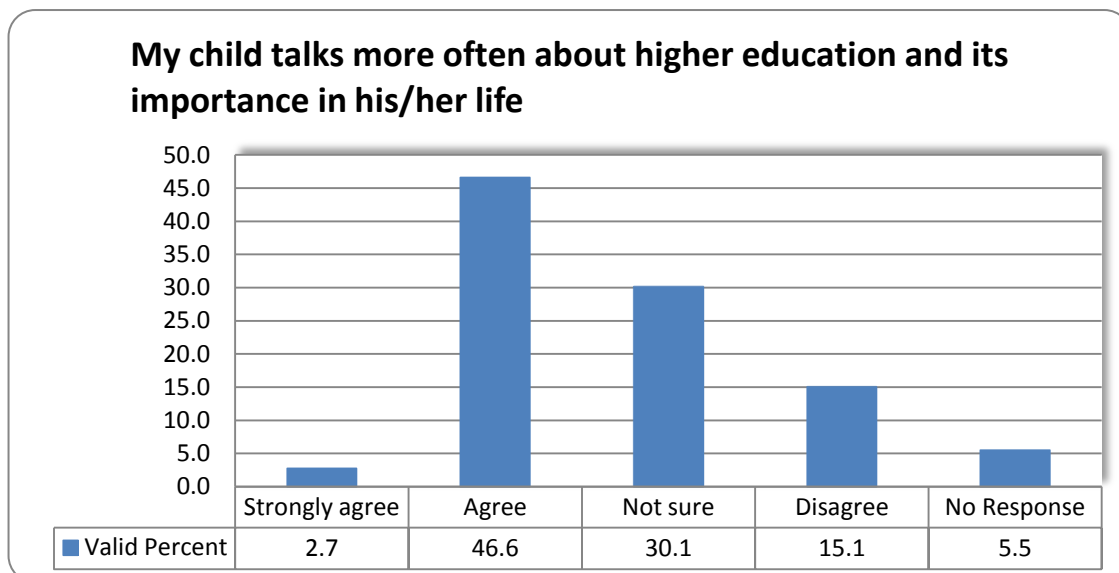
My child seems to enjoy going to school more



Having fun and enjoying going to school is a great sign of being content with what is going on within the school environment, and in some ways, this might give parents some hints toward seeing their children happier and more content in their lives. Almost 70% of parents agreed or strongly agreed that their children seem to enjoy going to school. 17.8% were not sure and only 4.1% disagreed.



Improvement in grades is strong evidence of improvement in children's academic performance. The above chart shows that 53.4% of parents agreed that their children's grades improved. Some 35.6% were not sure and only 8.2% disagreed.

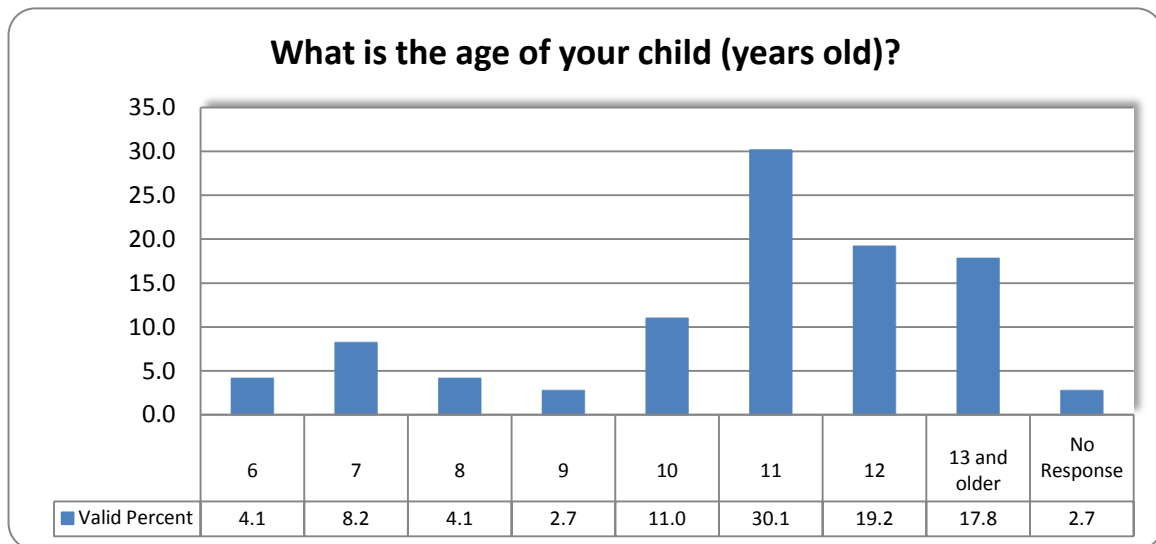


Allmost 50% of parents stated that their children talk about higher education and its importance in their lives. 30.1% were not sure and only 15.1% disagreed with the statement.

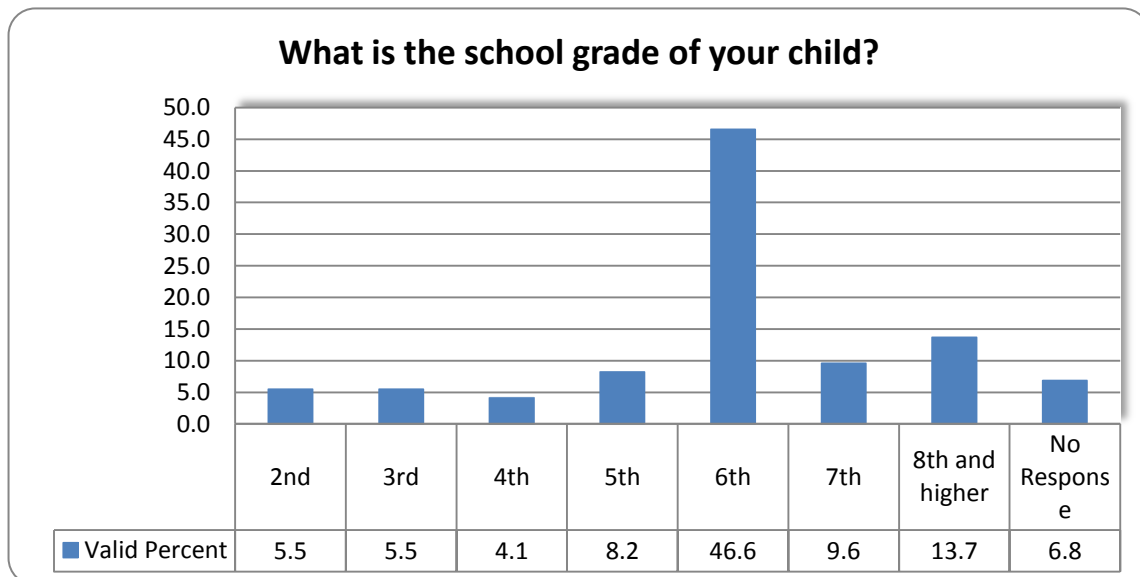
3.2.4) Demographic Characteristics of Parents

In this section of the survey, we experienced a large proportion of non-responses on a

many of the questions asked.

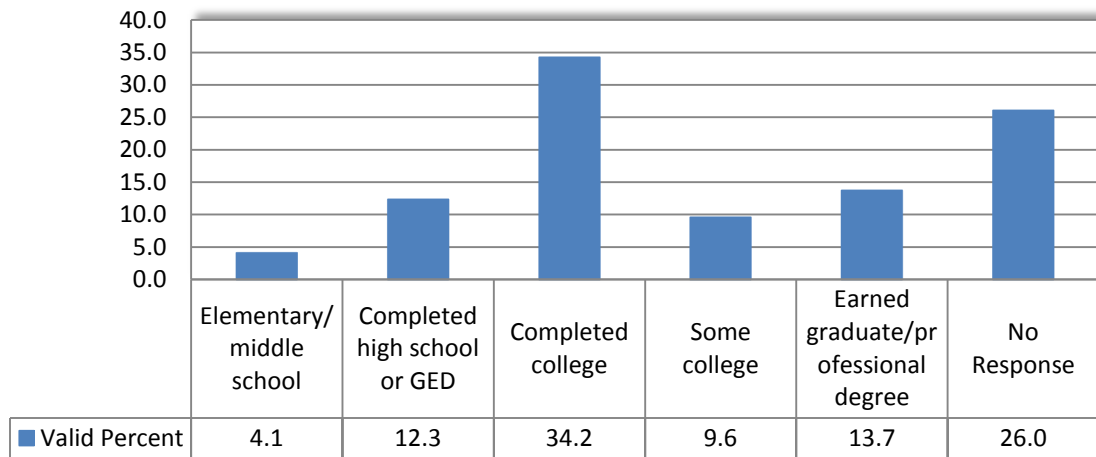


The above chart shows that the overwhelming majority of parents had children between the ages of 10 to 13 (75.1% which shows consistency between the parents and their participating children's databases).



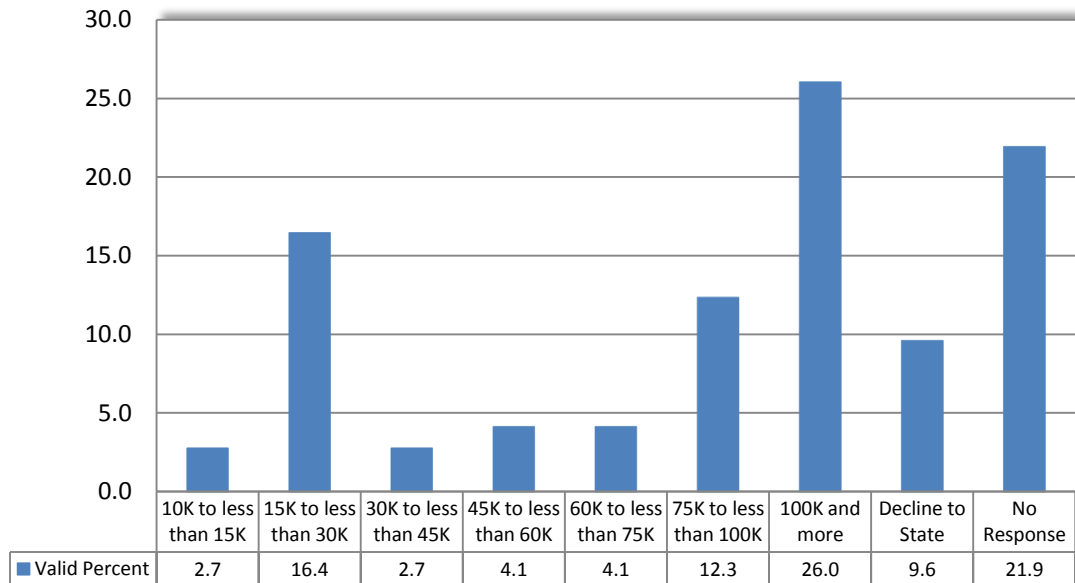
78% of the parents indicated they had kids that were between the 5th and 8th grades or higher, which again corresponds with the participants' demographic structure.

What is the highest level of education that you have completed?

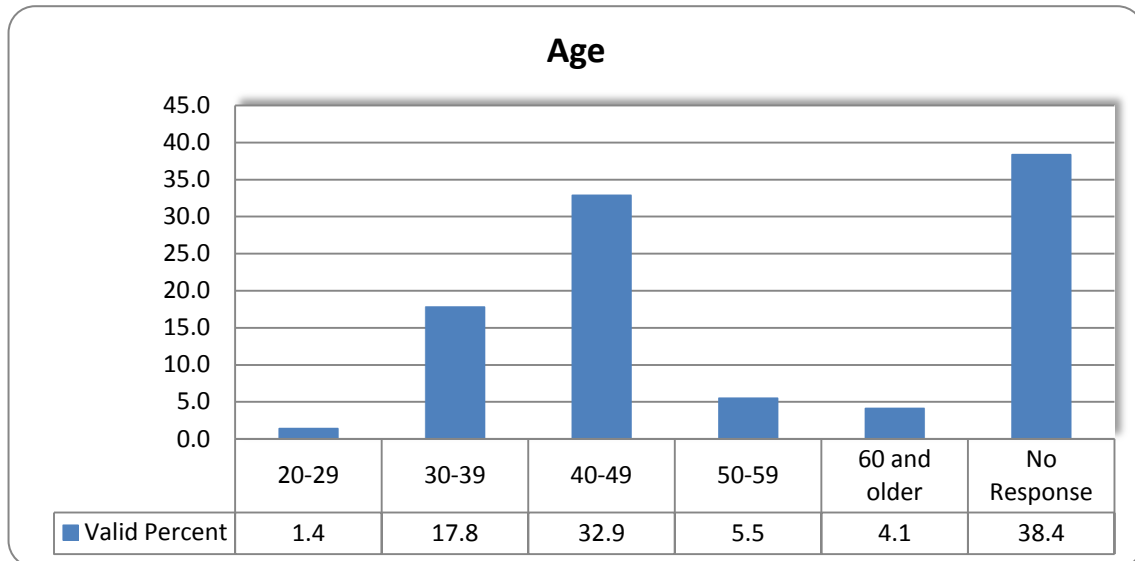


The above chart shows that a large proportion of parents responding to this questionnaire were educated. We had a large percentage of non-responses to this question.

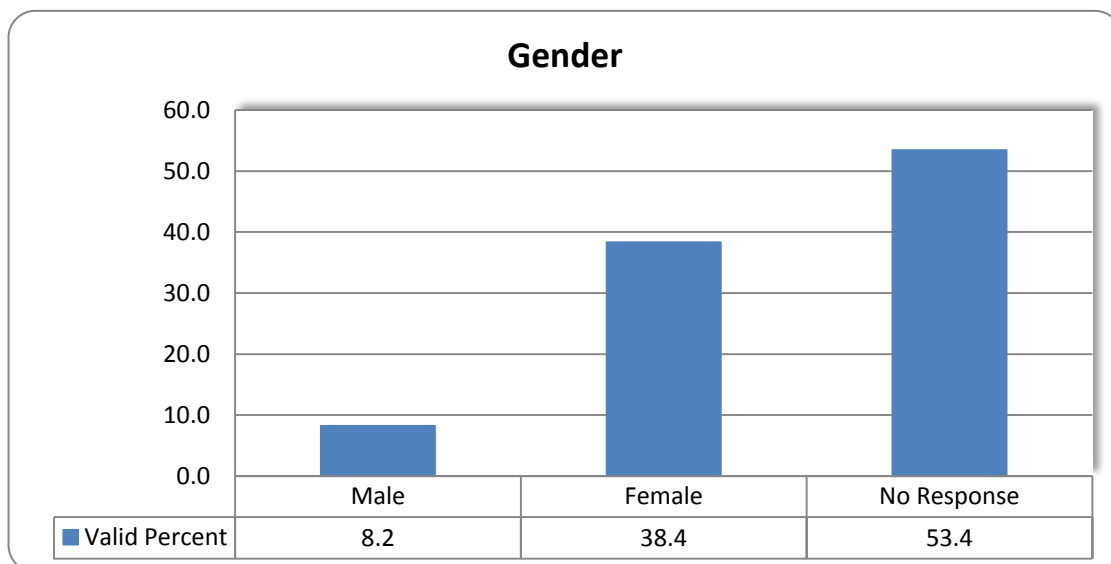
What is your household income?



With a large number of non-responses or declined to answer, it is hard to make a strong case in here. However, a significant proportion of responses shows that many of the families are from low-income families.



The above chart shows that a majority of those who responded are in the age range of 30 to 49 with a heavy proportion in the 40 to 49 years of age category.



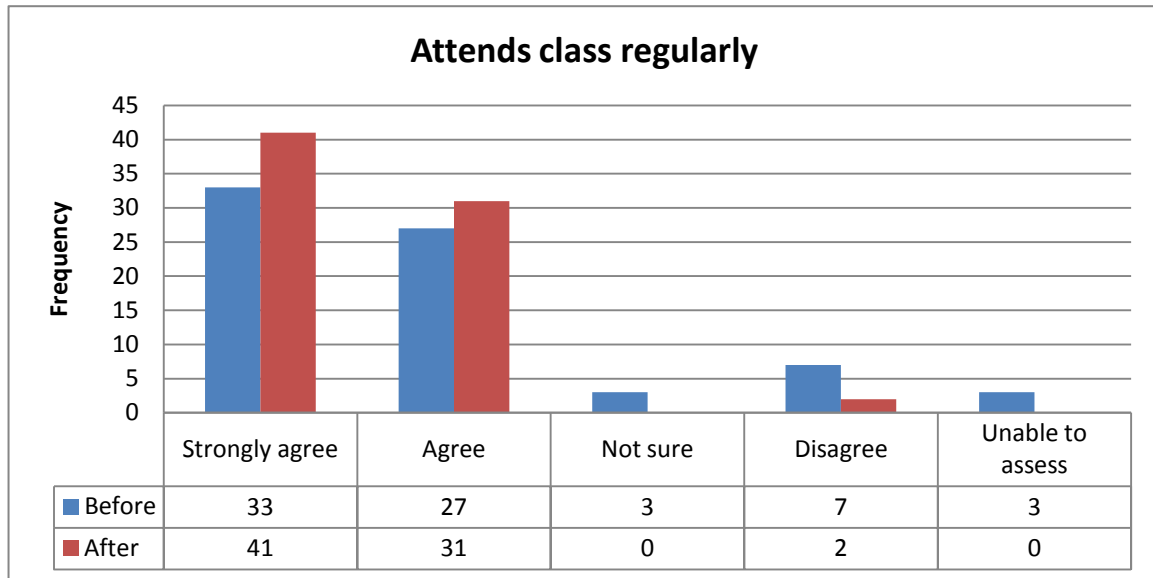
Again, the rate of non-response is very high for this question. Setting that issue aside, the above chart shows that the majority of respondents were women.

3.3) Educator/Facilitator Surveys Before Entering the program and After Its completion

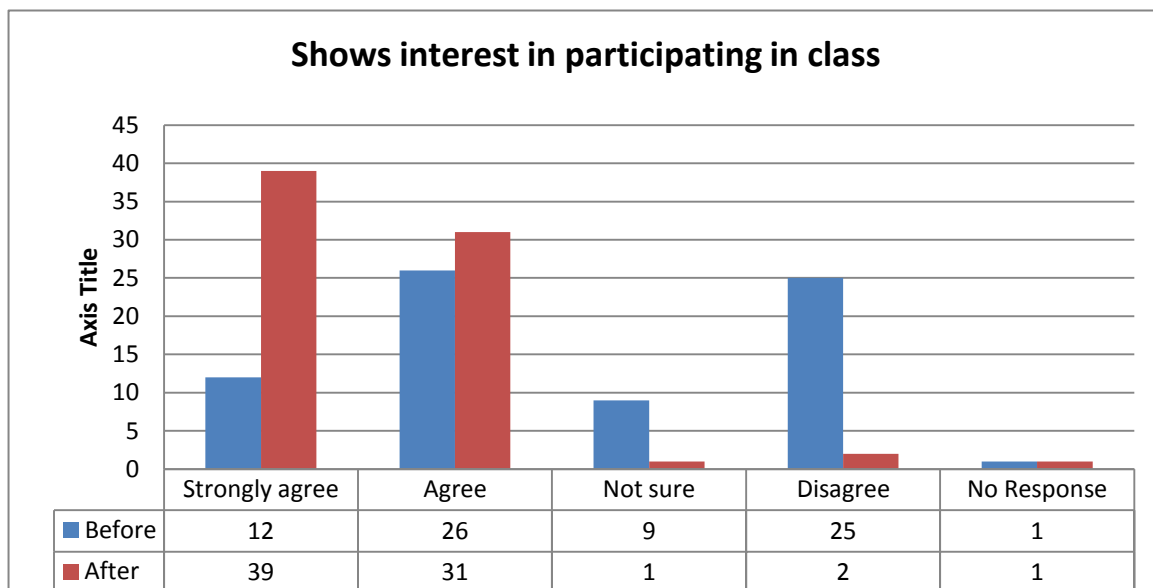
The following charts show a summary of the findings from the educator/facilitator survey. The survey was filled out by this group before starting their activities in Manadoob and then again after completing their training. This particular group is a very diverse group in both age and background but the creation of strong bonds between the educator/facilitator were apparent..

The findings of the educator/facilitator survey has an additional important significance; in a number of areas, the findings can be compared with the assessment of the people who went through the training themselves, their teachers, and their parents. Our findings show that the findings from all four surveys support each other and this adds to the significance and reliability of the overall findings.

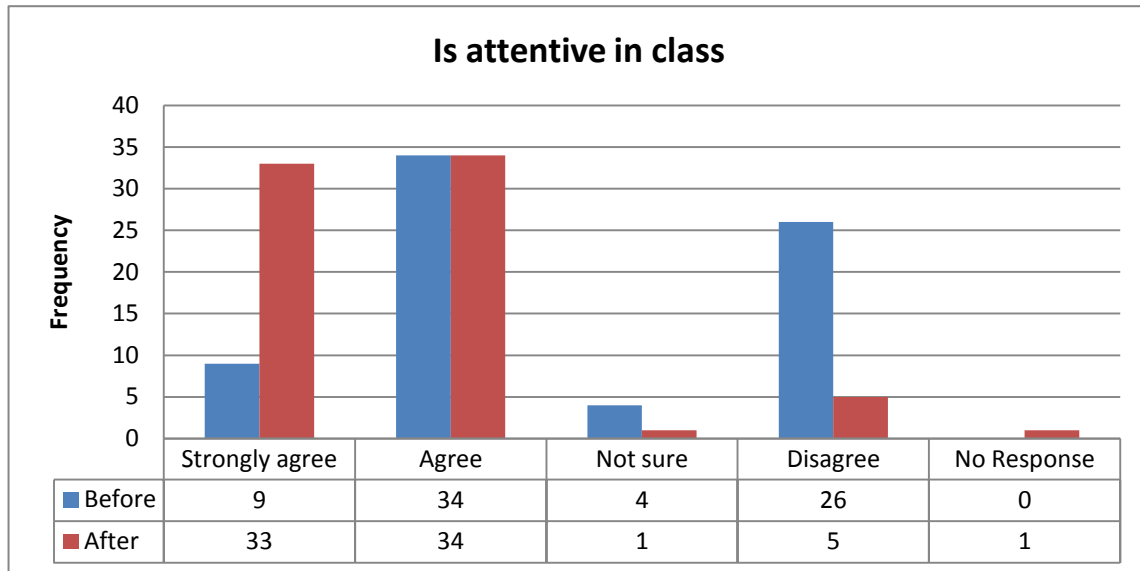
Many of the questions we asked our educators/facilitators were similar to the questions asked of the regular school teachers. The important feature of this survey is that they were filled out twice for each student. The survey was completed for each student first in the start of the training and then again upon conclusion. These surveys/questionnaires were completed for 74 students. (Again can you, Dr. Damooei state the importance and relevance of a group of 74 students) The following charts show the comparison as well as the state of the mind and performance of the participants when their education was competed.



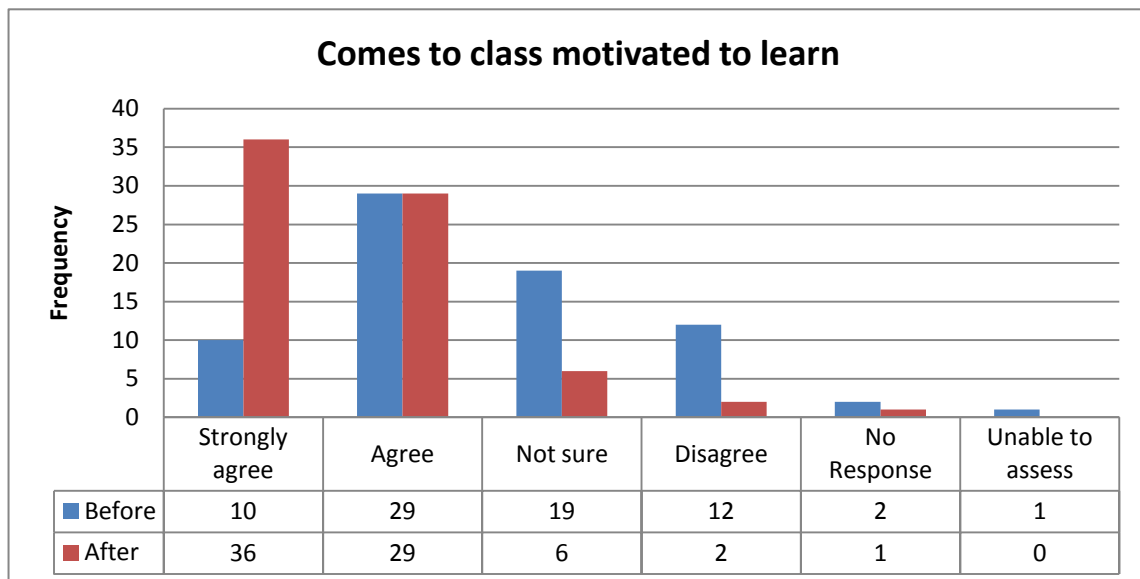
The above chart shows that there has been some improvement in the students' regular attendance of their classes. However, in general, the level of attendance has been good before and after. One of the intricacies of the above question is that it is hard to determine the level of attendance in the beginning of the class and indeed the answer upon the conclusion of the program is more factual than the answer in the beginning.



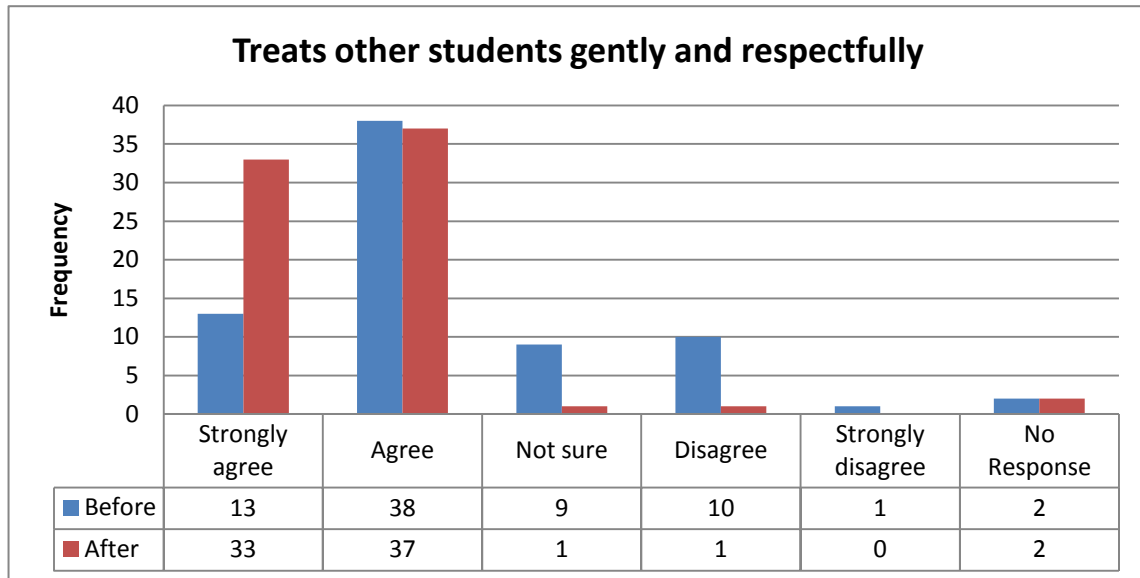
The students' level of participation in class improved remarkably. By the conclusion of the program, 95% of the participants were showing interest in participating in class.



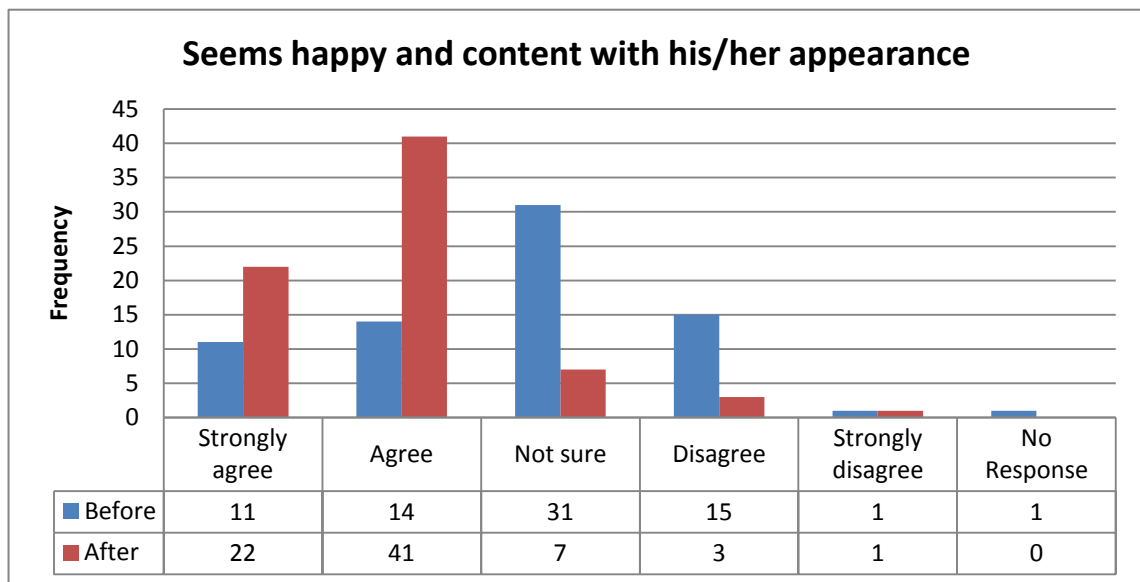
The same can be said about the level of attentiveness in the class. The rate changed remarkably and upon the conclusion of the program, 92% of the participants were attentive in class.



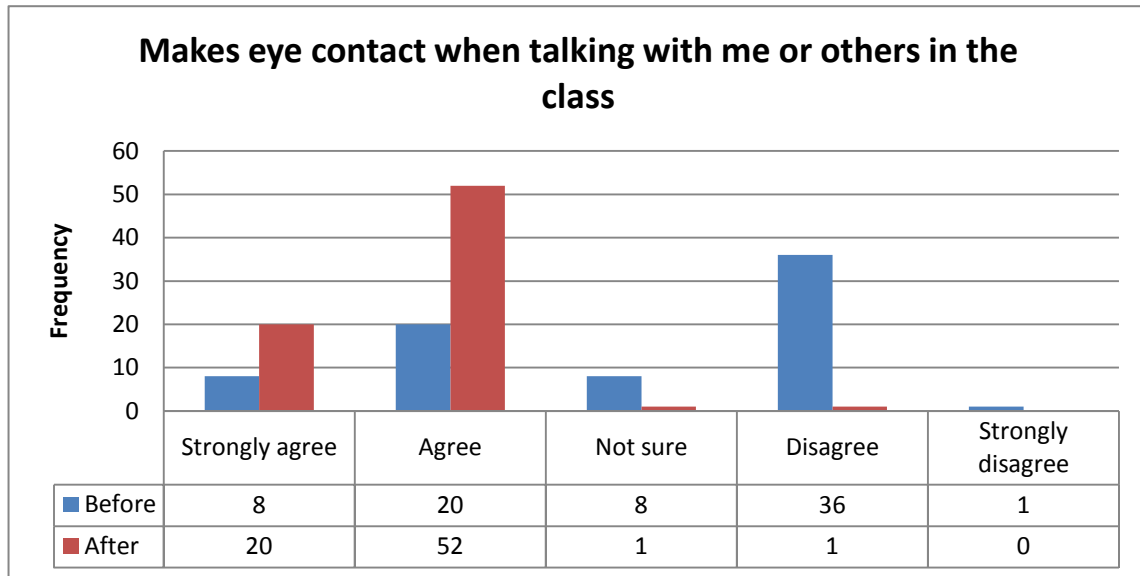
Coming to class motivated to learn is a remarkable state of mind for students. The above chart shows that according to the educators/facilitators, by the time of the conclusion of the training, almost 90% of participants were motivated to learn.



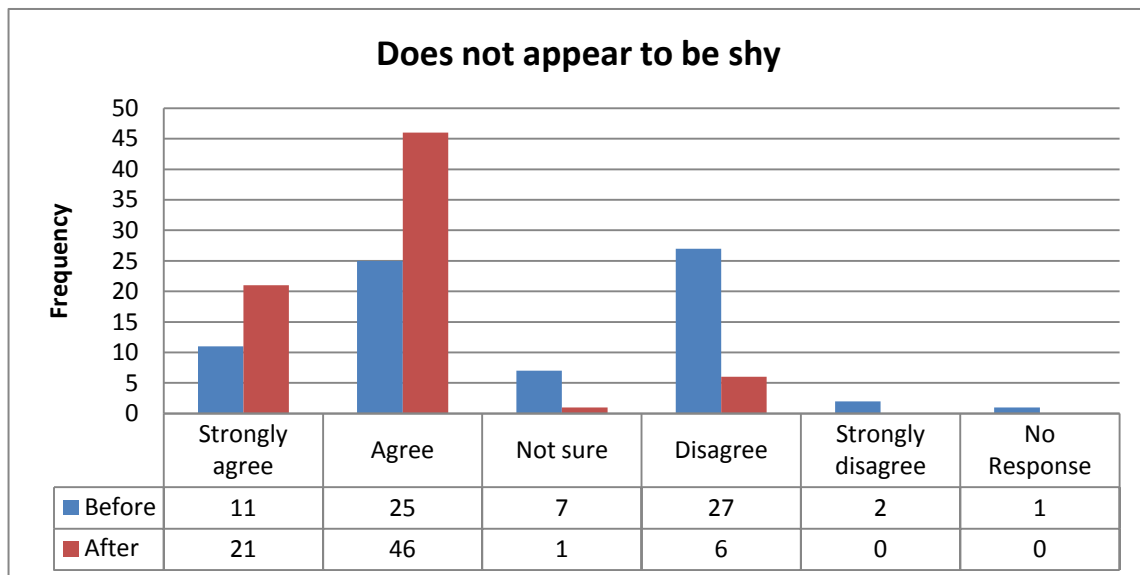
The above chart shows important evidence that through Manadoob education, by the conclusion of the training, 95% of participants were gentle and respectful to other students.



Being happy and content with one's appearance is an important part of self-esteem in a youth. The above chart shows that by the conclusion of the training, 86% of the participants were content with their appearance as opposed to a mere 38% in the beginning.

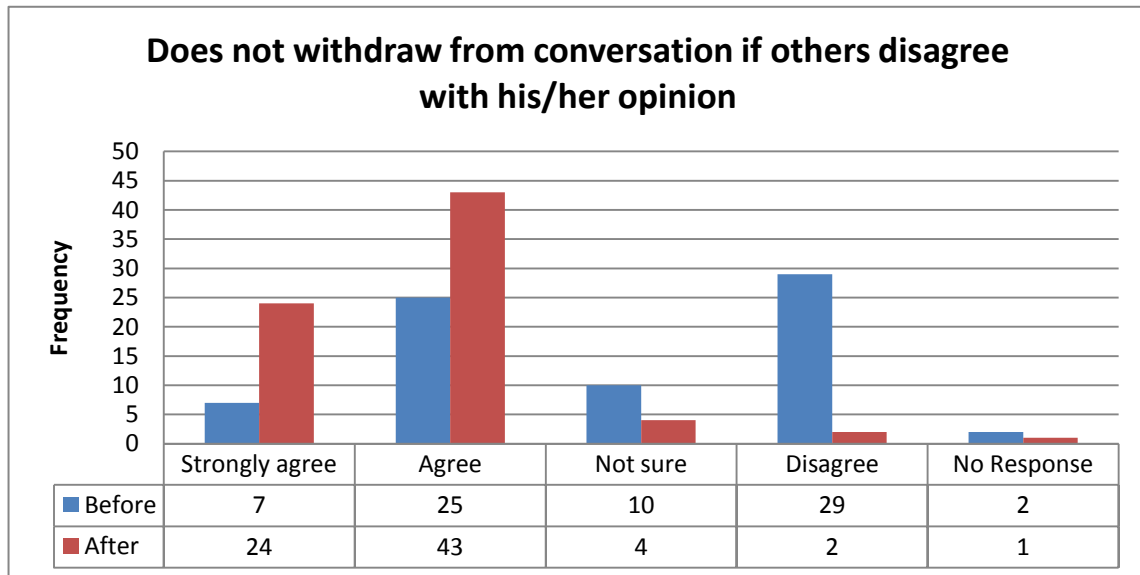


Making eye contact when one talks with a person, in this case the teacher or others, in class is very important and shows the level of confidence in a person. This changed remarkably over the period of training. At the start, only 38% of the students were making eye contact with the trainer or others in the class when they were talking with them. By the conclusion of the class, this rate increased to 97%. This shows a remarkable degree of improvement.

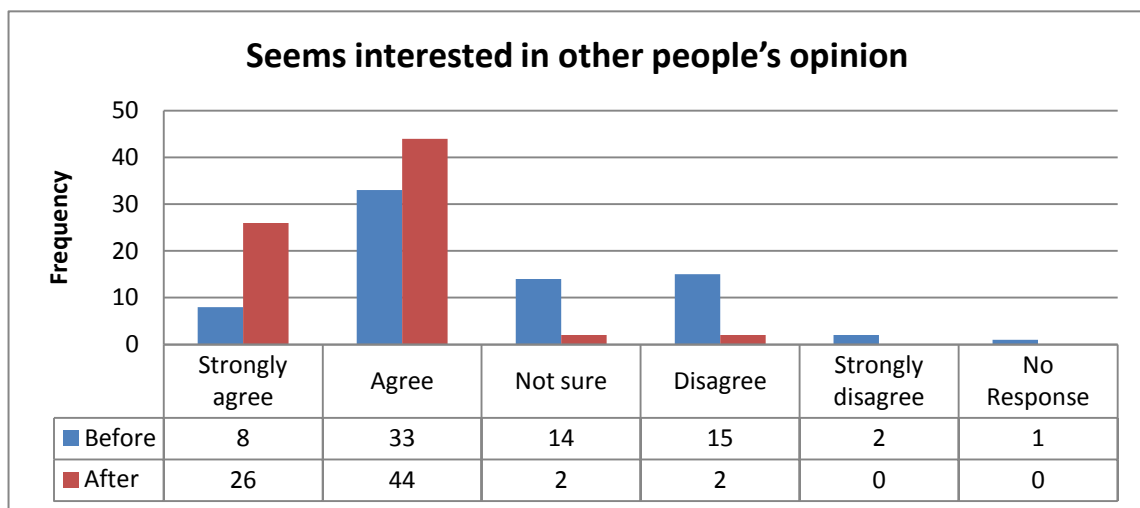


One of the manifestations of lack of self-confidence is being shy. The Manadoob education, according to the educators/facilitators, made a tremendous impact on the participants. In the beginning, only 35.6% of the participants did not appear to be shy. By

the conclusion of the program, the percentage of those who were not shy increased to 91% of the total participants.

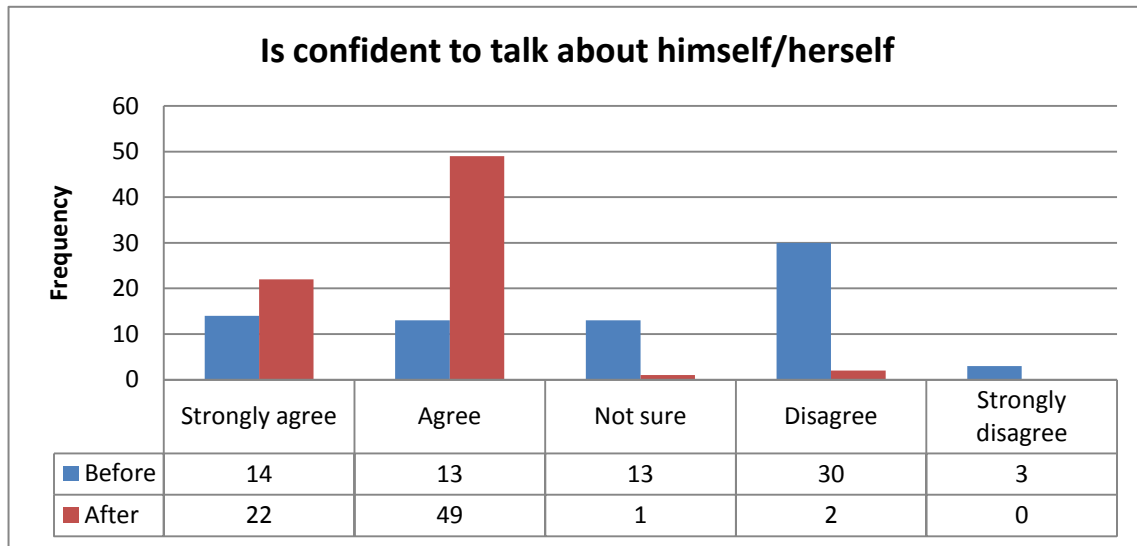


Withdrawing from conversation when others disagrees with one's opinion is a sign of a lack of confidence or social and/or personal discontentment. According to the above chart and the assessment of young educators, when the program began, only 44% of the participants would not withdraw from conversation if others disagreed with them. After the program was concluded, this ratio increased to more than 90% of total participants.

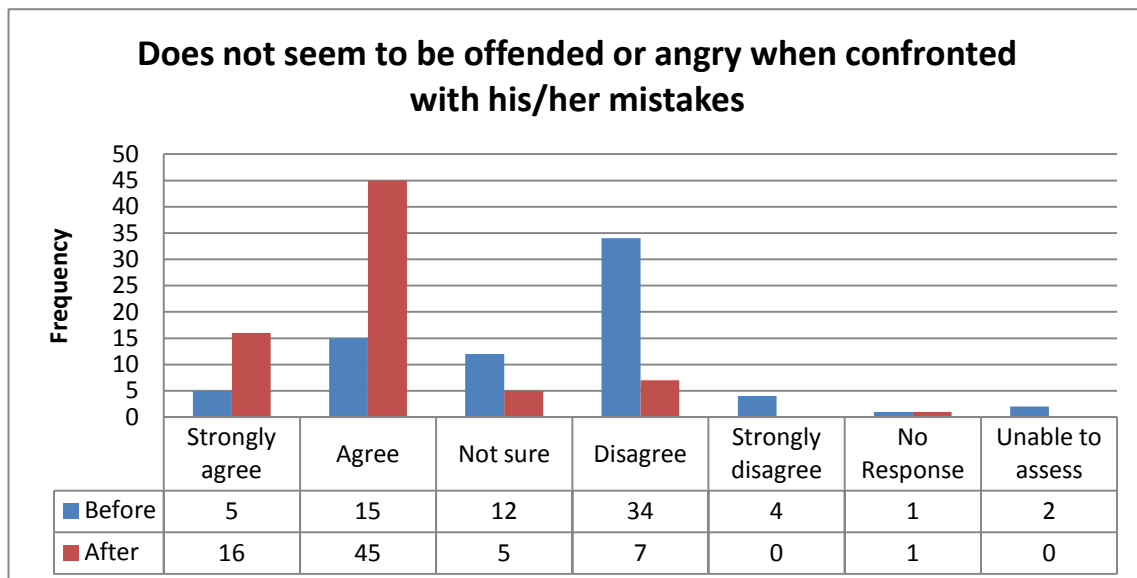


The above chart shows that significant improvements were made during the training in making the workshop participants become interested in opinions of other people. In the

beginning, only 56% of the participants were interested in the opinions of others. By the conclusion of the program, this ratio increased to 95% of all the participants.

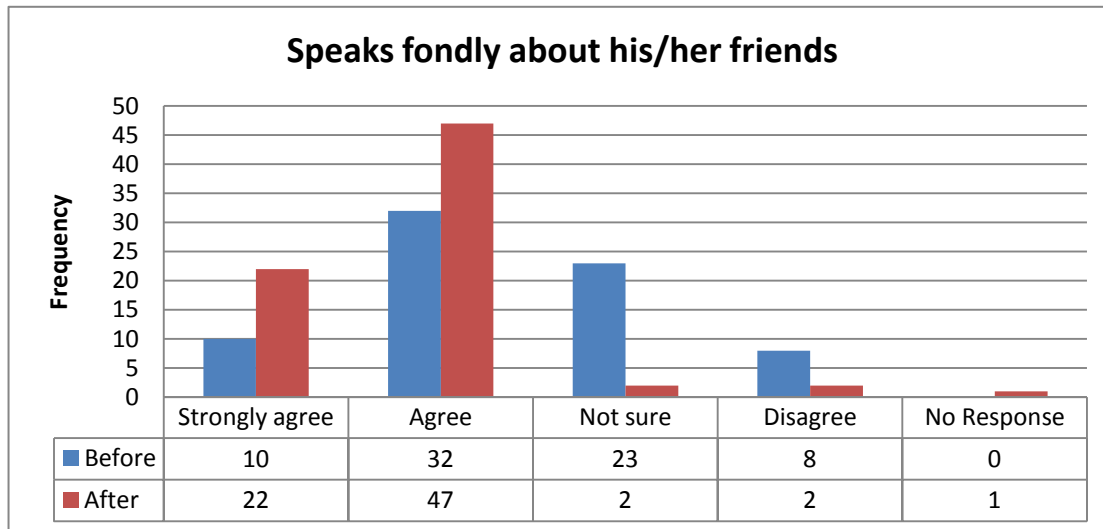


Being confident enough to talk about oneself shows a high level of self-confidence. The above chart shows that, according to the young educators, only 37% of the participants were confident enough to talk about themselves in the beginning. By the conclusion of the program, this ratio went up to 96% of the total participants.

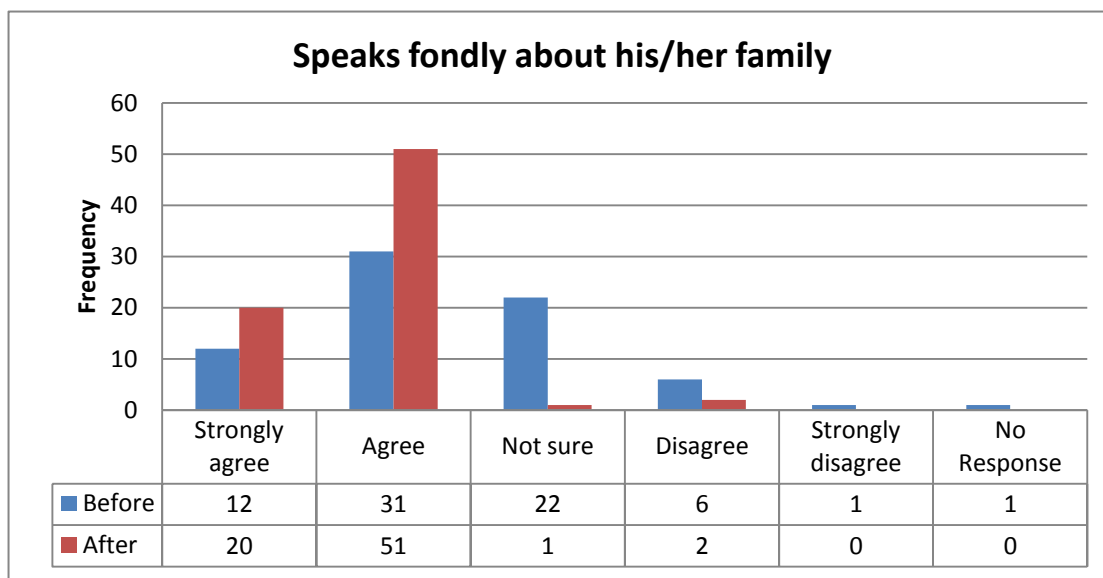


The above chart presents an interesting picture. Before the start of the training, only 27% of the participants seemed in control of their emotions and did not get offended when confronted with their own mistakes. After the training was over, according to the

educators/facilitators, this rate increased to 82%, which shows a remarkable improvement in a difficult and hard to control area of one's emotional and behavioral state.

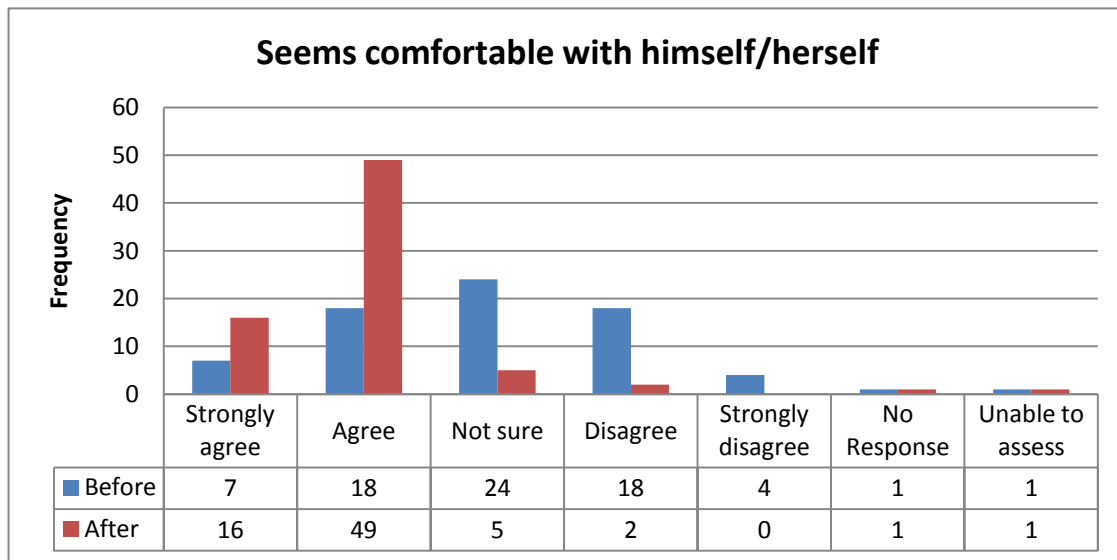


Talking fondly about others is very important. The above chart shows that the Manadoob program was very successful in helping kids to reach a higher level of maturity in being friendly and valuing friendship. This chart shows that before the program, 57% of the participants were able to speak fondly of their friends. By the conclusion of the program, this rate increased to 93%.

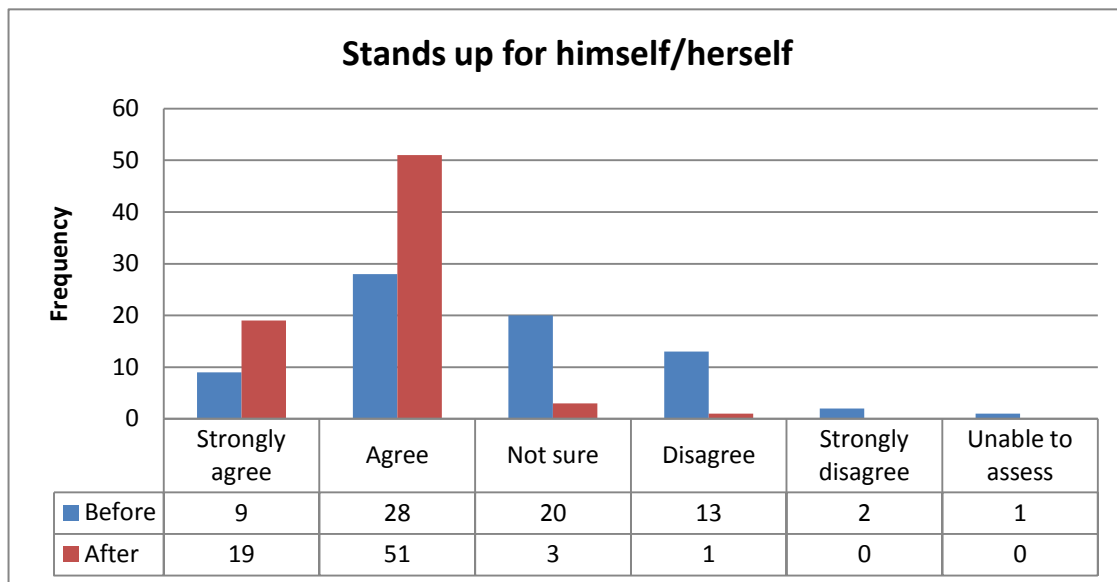


The above chart shows similar findings and indicates the ratio of speaking fondly about

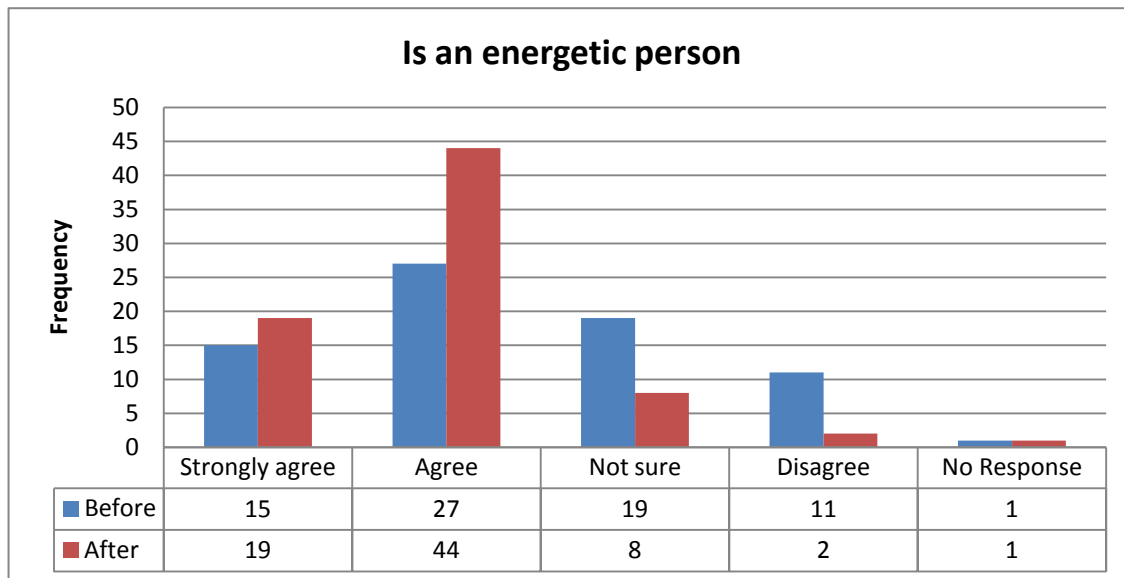
family increased to 96% upon the conclusion of the program from a lower ratio of 59%.



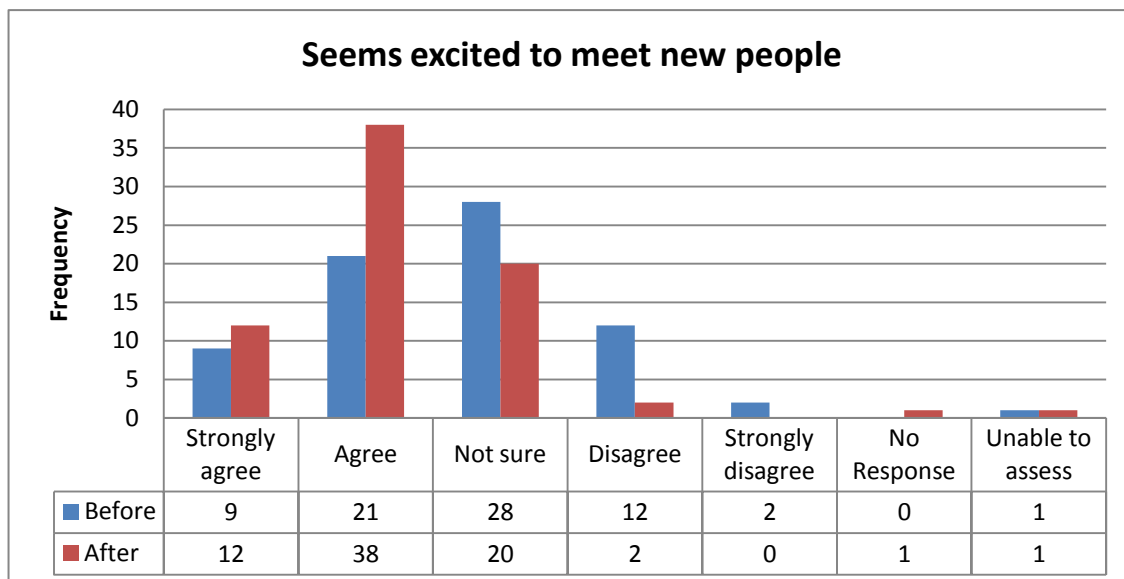
Being comfortable with oneself is very important. The above chart presents a remarkable degree of improvement. At the start of the program, only 34% of the participants were comfortable with themselves. This ratio increased to 88% upon the completion of the program.



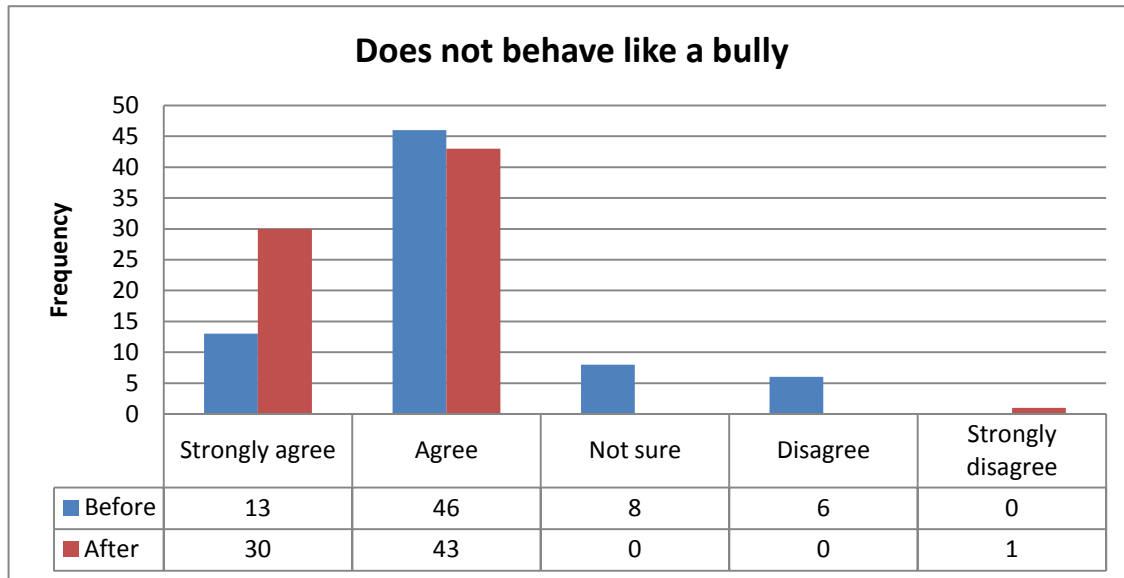
A significant level of improvement has been made in the self-confidence of students, shown in their ability to stand up for themselves. In the beginning, the percentage of students able to stand up for themselves was about 50%. By the conclusion of the program, this ratio increased to 95%.



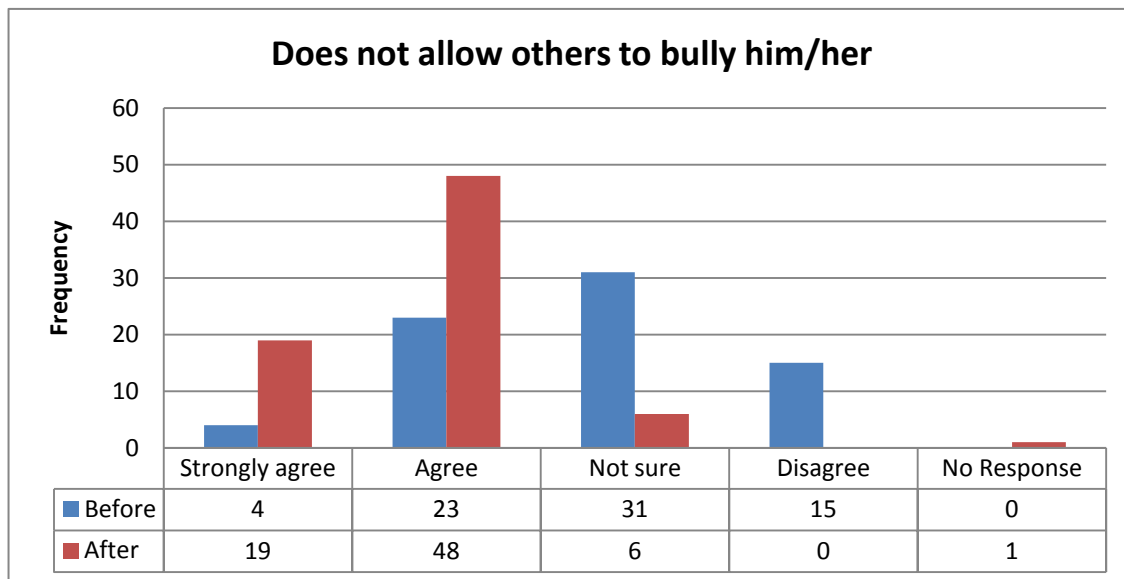
The above chart shows that the program helped increase the level of energy in its participants. 58% of the participants were classified as energetic at the start of the program; upon the conclusion, this rate increased to 85%.



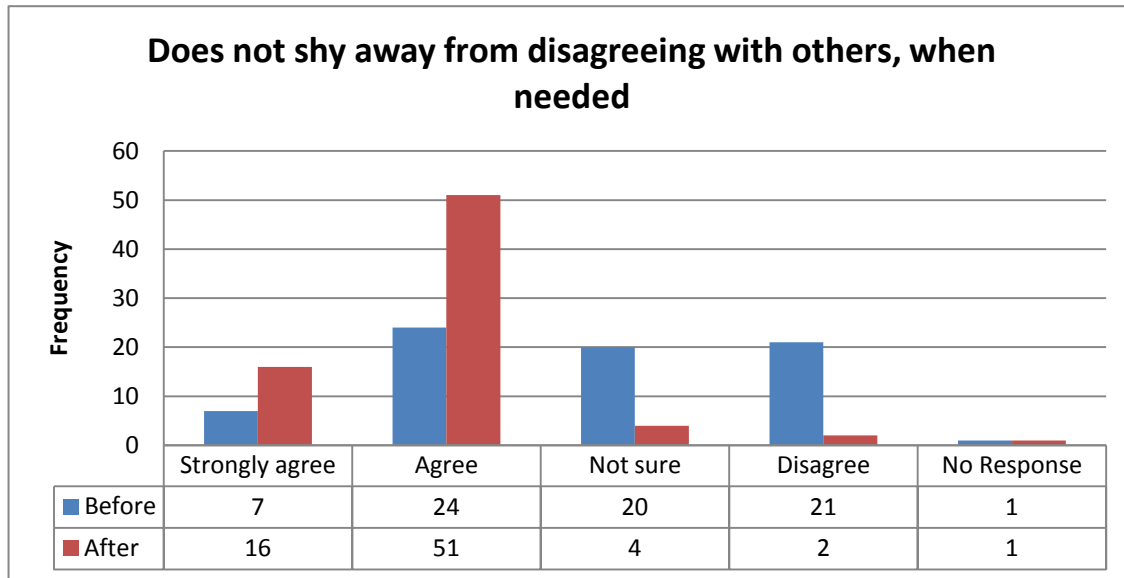
Being excited to meet people is a good sign of self-confidence. The above chart shows that upon the conclusion of the program, the percentage of people who were excited to meet new people was 68% compared with 41% at the start of the program.



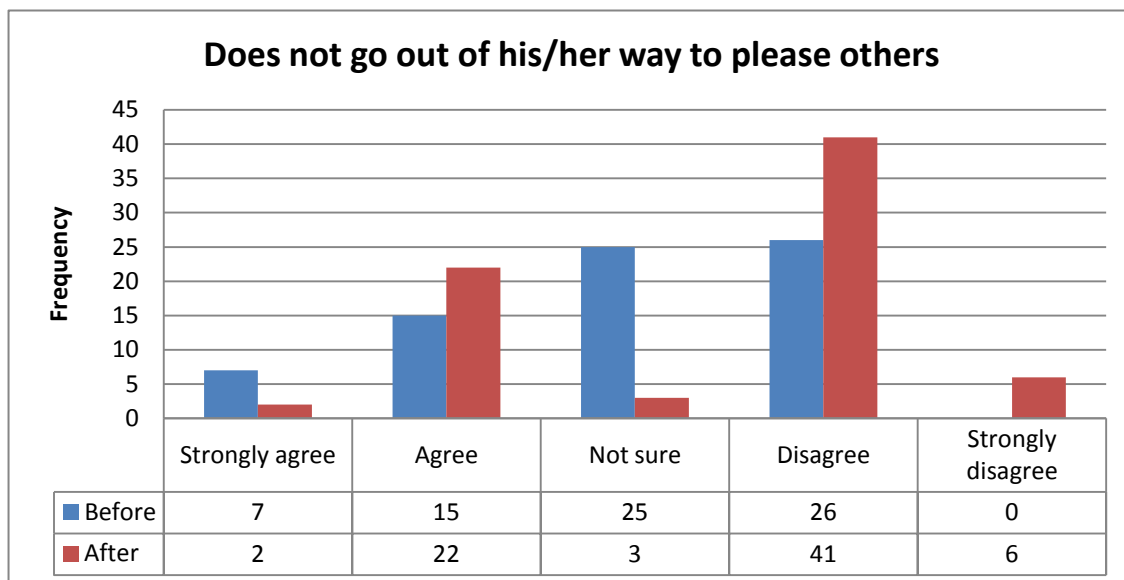
The above chart shows that those who behaved like bullies decreased through the training. At the start, 80% of the participants were not behaving like bullies. Upon the conclusion of the program, the ratio reached almost 100%. Only one out of the total number of students who took the training was still behaving like a bully.



Not letting others bully is as impotent as not bullying others. The above chart shows that in the start of the program, 37% of the participants would not let others bully them. Upon conclusion of the program, this ratio increased to 90%.

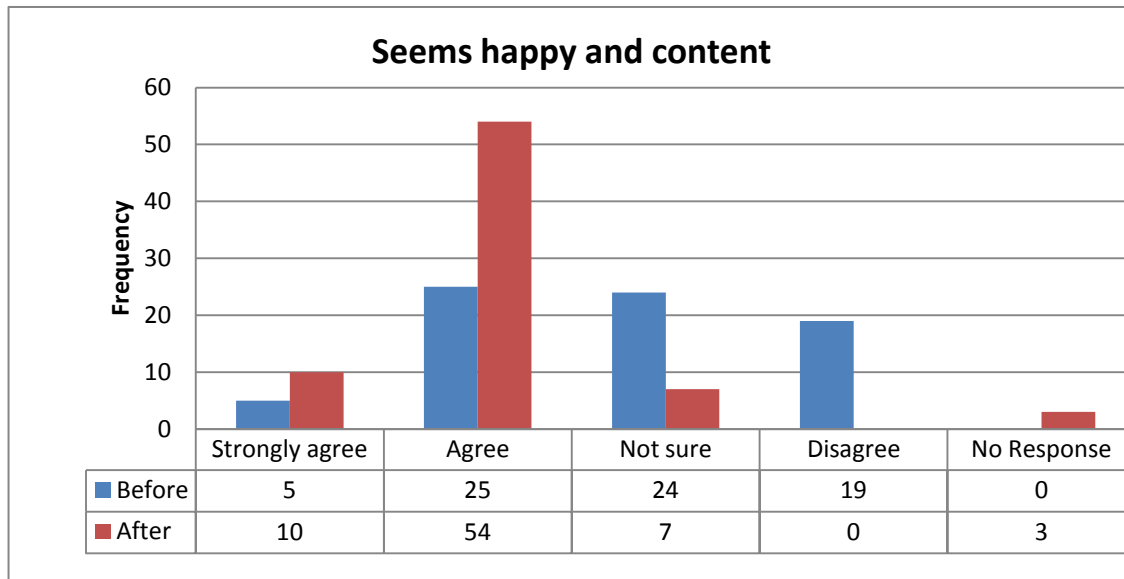


The above chart shows that the workshop helped its participants to be self-assertive and not shy away from disagreement with others when needed. In the beginning, 42% of the participants would not shy away from holding their ground when they were in disagreement with others. This ratio increased to 90% upon the conclusion of the program.



Giving in to peer pressure can be detected in seeing youth to go out of their way to please others. The above chart shows the impact of the training. The outcome of the workshop is rather mixed. In the beginning, 30% of the workshop participants would not go out of their way to please others. Upon conclusion of the workshop, this ratio improved only

slightly to 32%. On the other hand, the percentage of those who would, by the virtue of disagreement of the educators/facilitators, would go out of their way to please others increased from 36% to 64%. This is a debatable argument as going out of one's way to please others may not always be a healthy and productive behavior.



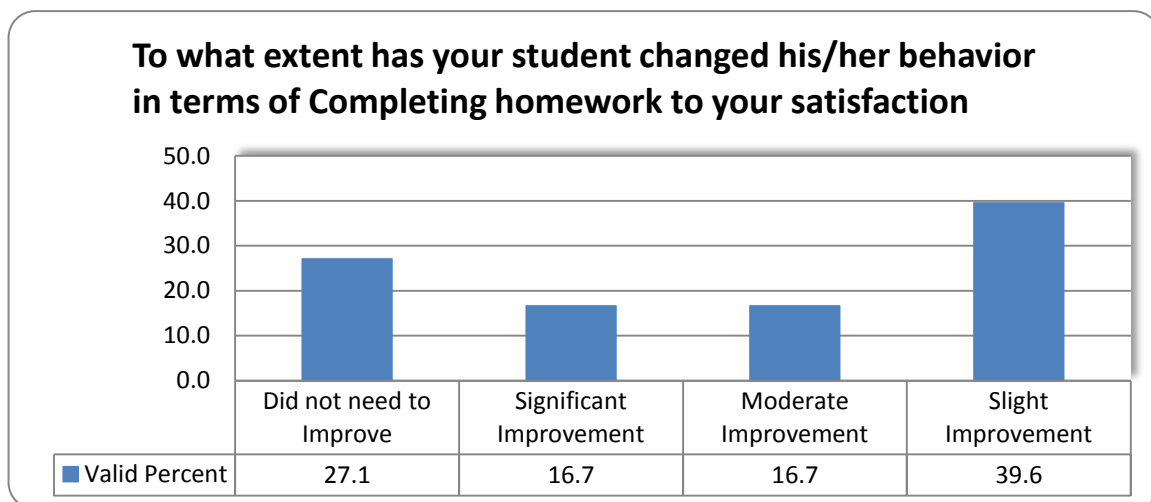
Finally, the above chart is probably one of the most important achievements of the program. This chart shows that the percentage of those who seem happy and content increased from 41% in the beginning of the program to 86% upon conclusion of the program, a more than 100% increase over the period of the training.



3.4) Teachers' survey

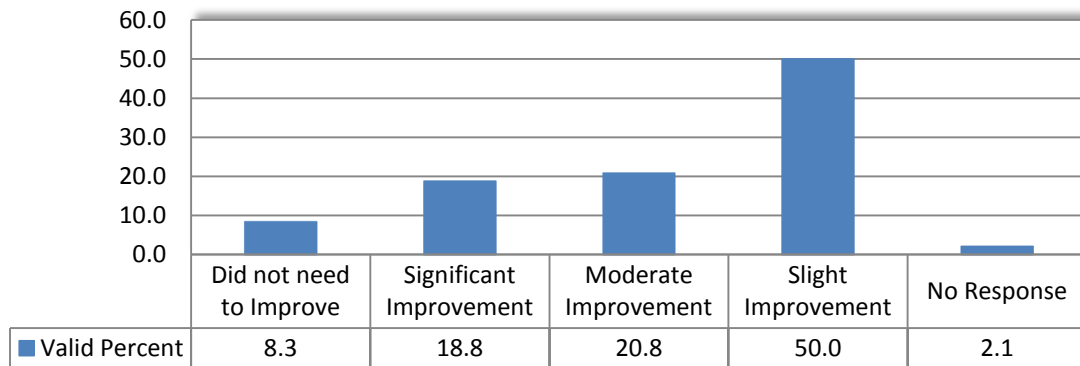
The views of teachers who worked with the students in the regular school setting is very important for discovering how the impact of Manadoob education affected those students. The questions on this survey were specifically designed to use the views the teachers had regarding the program and its relationship to their students. The context of the assessment was to determine if particular students' behavior or performance changed since the beginning of the school year. We gathered 48 responses from teachers to assist us with our inquiry. The following charts show a summary of our findings.

The pattern of responses included agreement or disagreement with levels of improvement as well as assessing if the students needed any improvement in the first place.



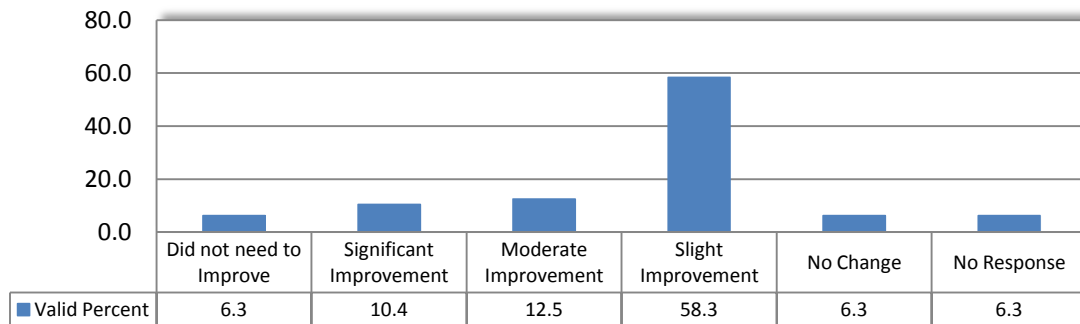
The above chart shows that students made remarkable improvement in terms of completing homework to the satisfaction of the teacher. Teachers indicate that in 73% of cases, students showed improvement in completing their homework to the satisfaction of teachers. In 27% of the cases, students did not need any improvement.

To what extent has your student changed his/her behavior in terms of Participating in class



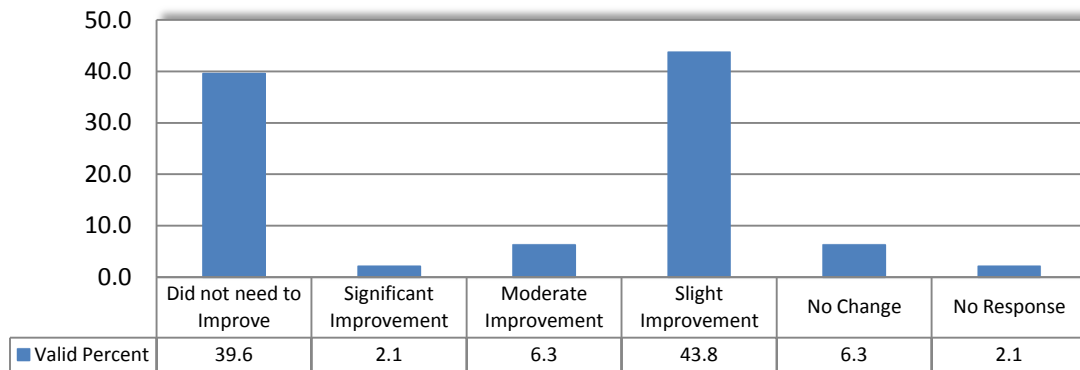
Participation in class is very important for the success of students. In almost 90% of the cases, teachers believed that their students showed some level of improvement in their behavior in terms of participating in class. In 18.8% of these cases, the level of improvement was significant.

To what extent has your student changed his/her behavior in terms of Volunteering (e.g. for extra credit or more responsibilities)



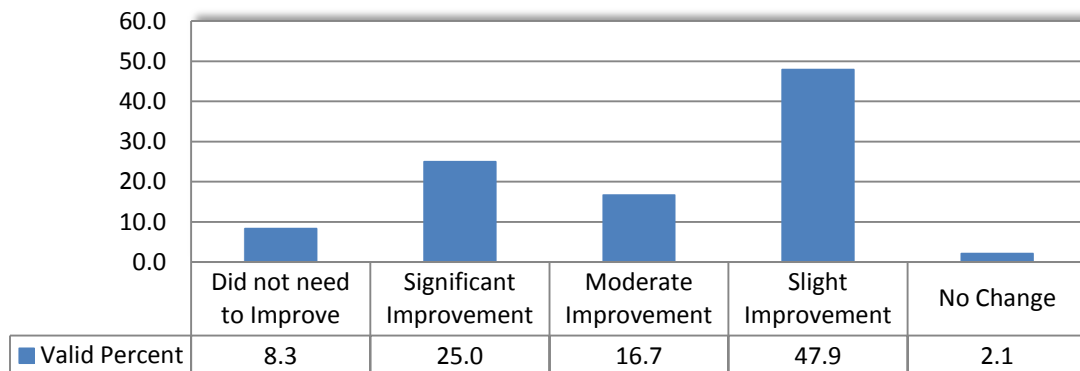
Working for extra credit and or more responsibilities are signs of being engaged in classroom activities, which often leads to greater success in academic performance. According to teachers, in more than 80% of the cases, students showed improvement in volunteering for extra credit or more responsibilities. Only 6.3% indicated there was no change and 6.5% stated their students did not need to improve.

To what extent has your student changed his/her behavior in terms of Attending class regularly



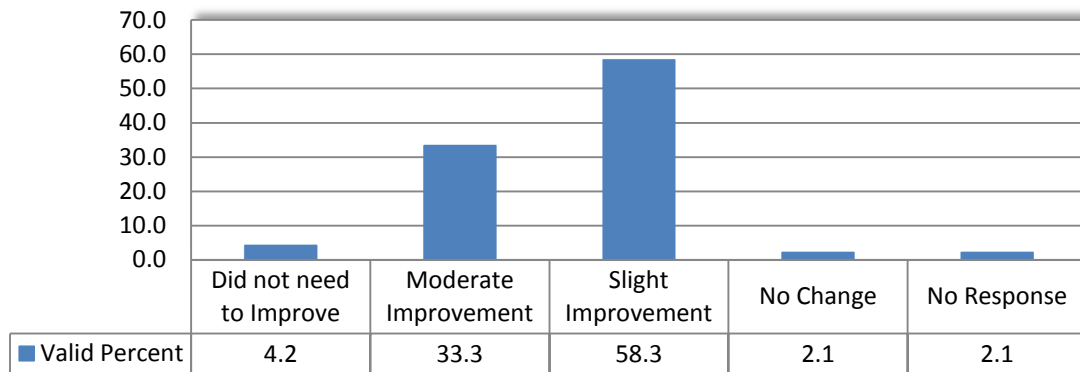
The above chart shows that in 52.2% of the cases, there was some level of improvement in terms of attending class regularly. However, a large proportion of students (39.6%) did not need any improvement.

To what extent has your student changed his/her behavior in terms of Being attentive in class



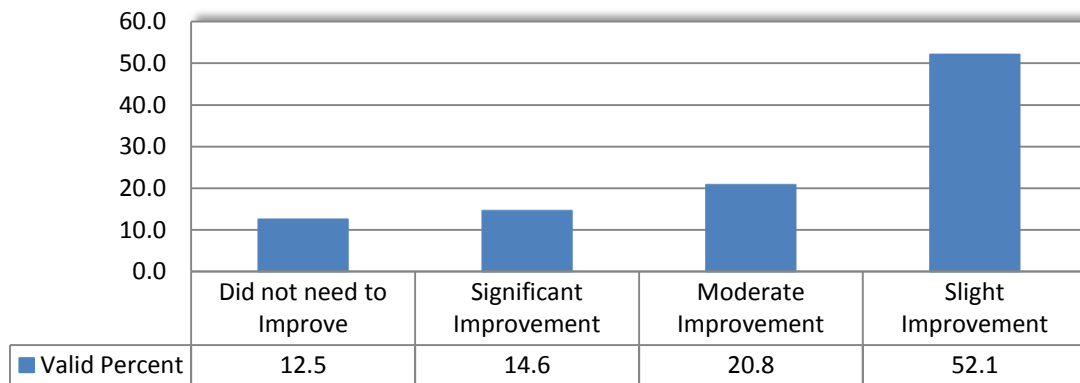
Being attentive is very important and shows that students have focus and a drive to succeed. Teachers believed that in 90% of cases, some level of improvement had been made. In 25% of the cases, students made a significant level of improvement. 8.3% did not need any improvement, and there was only 2.1% in which no change was observed. This is a very important finding.

To what extent has your student changed his/her behavior in terms of Academic performance



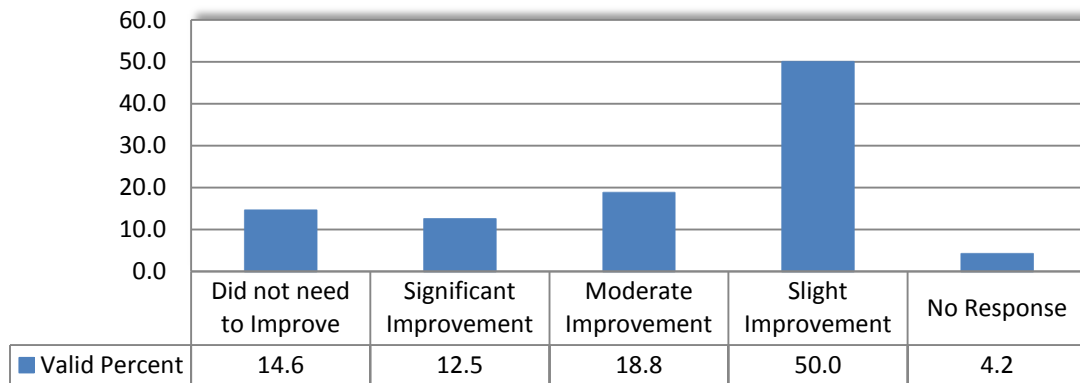
Teachers also believed that in 91.6% of the cases, academic performance of the students improved, and in 33.3% of these cases, the level of improvement was moderate. Only 4.2% of these students did not need any improvement and only in 2.1% of the cases was there no change.

To what extent has your student changed his/her behavior in terms of Coming to school motivated to learn



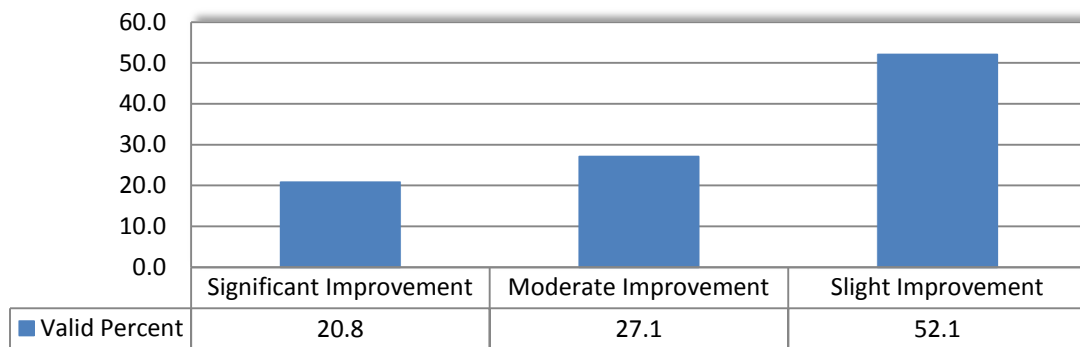
Being motivated to learn is vital to the success of students. Teachers believed that in 87.5% of the cases, students made some level of improvement. The remaining 12.5% did not need any improvement.

To what extent has your student changed his/her behavior in terms of Getting along well with other students



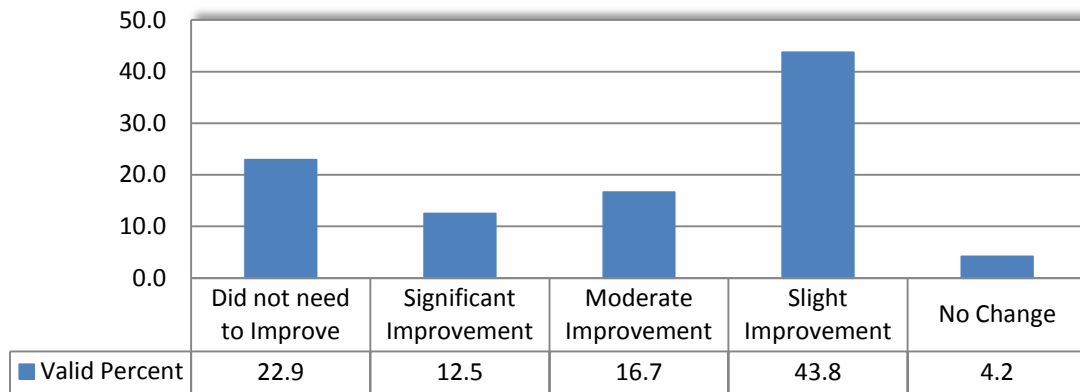
Getting along with other students is an important indicator of peaceful coexistence and good behavior at school. According to teachers, in 81.3% of cases, students made some improvement in terms of getting along with other students. 14.6% of the students did not need any improvement.

To what extent has your student changed his/her behavior in terms of Speaking about himself/herself with confidence



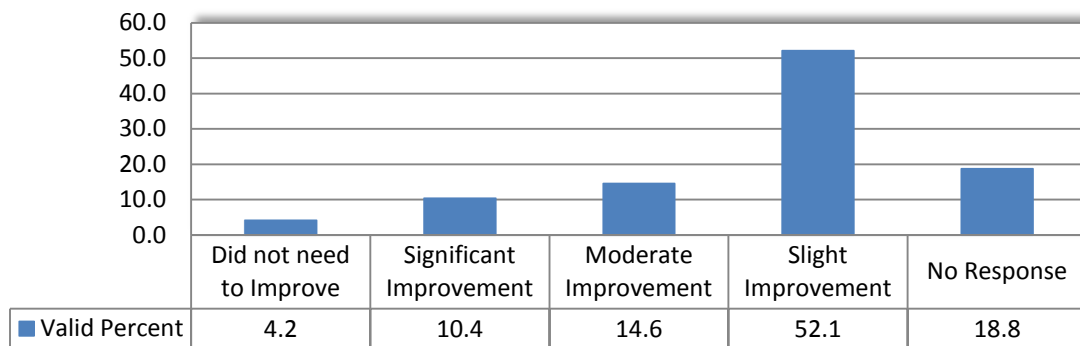
Self-confidence shows itself in many ways. According to teachers, all 100% of students showed improvement in terms of speaking about themselves. In more than 48% of the cases, the level of improvement was between the significant and moderate levels.

To what extent has your student changed his/her behavior in terms of Treating other students gently and respectfully



The above chart shows that Manadoob has helped those who received the training become much more peaceful within themselves and others around them. According to teachers, in 73% of the cases, students showed improvement in terms of treating other students with respect. In 22.9% of the cases, there was no need for improvement, and only in 4.2% of the cases was there no change.

To what extent has your student changed his/her behavior in terms of Being happy and content with his/her appearance



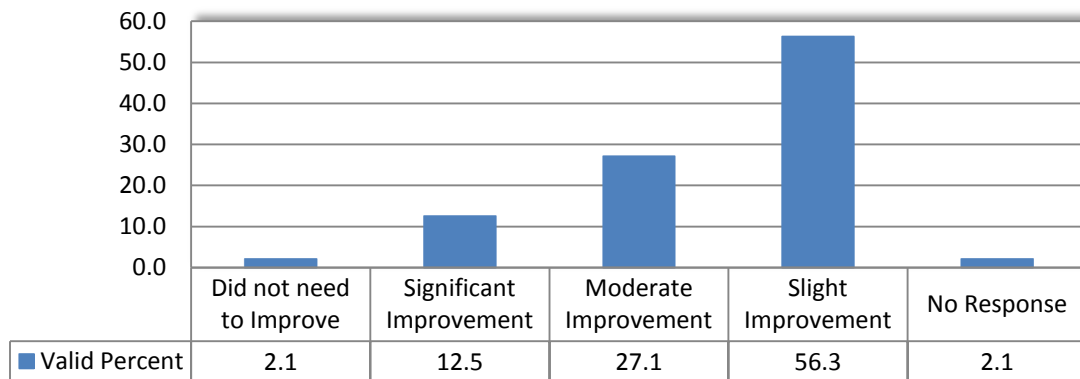
The above chart shows that according to teachers, in 74.1% of the cases, students seemed happier and more content with their appearance. This shows a remarkable level of improvement in the students' self-esteem and self image.

To what extent has your student changed his/her behavior in terms of Not withdrawing from conversation if others disagree with his/her opinion



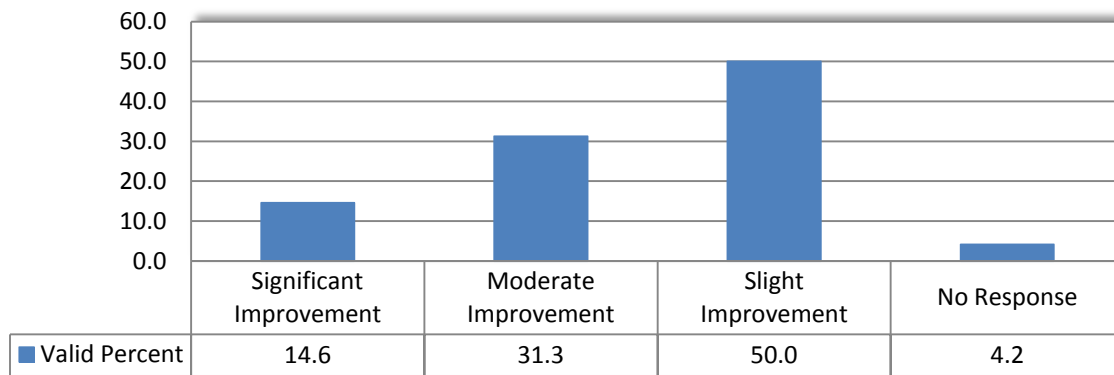
The above chart shows that in a 93.8% of the cases, students showed some level of improvement in terms of not withdrawing from conversation if others disagreed with their opinion. This is an impressive finding and shows a high level of achievement in helping kids to be self-confident.

To what extent has your student changed his/her behavior in terms of Showing interest in other people's opinion



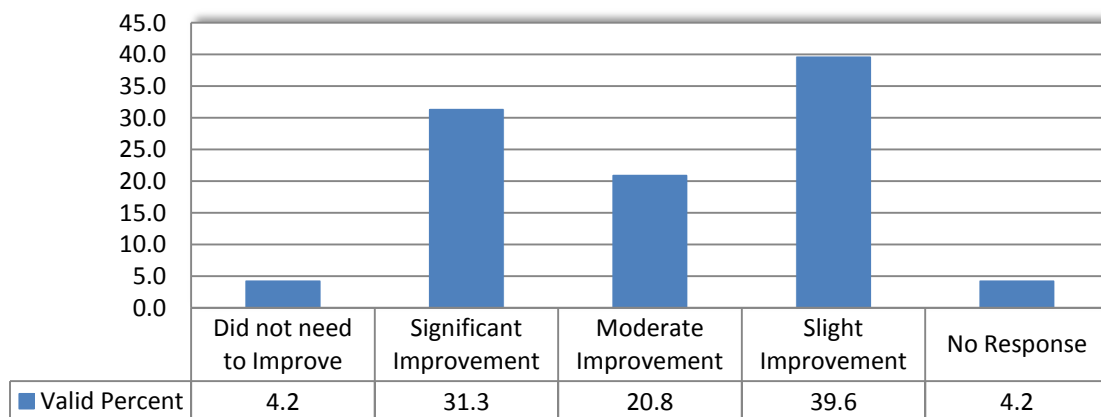
Showing interest in other people's opinions is very important. It shows that a person is mature in terms of interaction with others, interested in other people, and comfortable with themselves and others around them. The above chart shows that according to teachers, more than 95% of students showed improvement in showing interest in other people's opinions. 40% of these students showed a moderate to significant level of improvement.

To what extent has your student changed his/her behavior in terms of Not being offended or showing anger when confronted with his/her mistakes



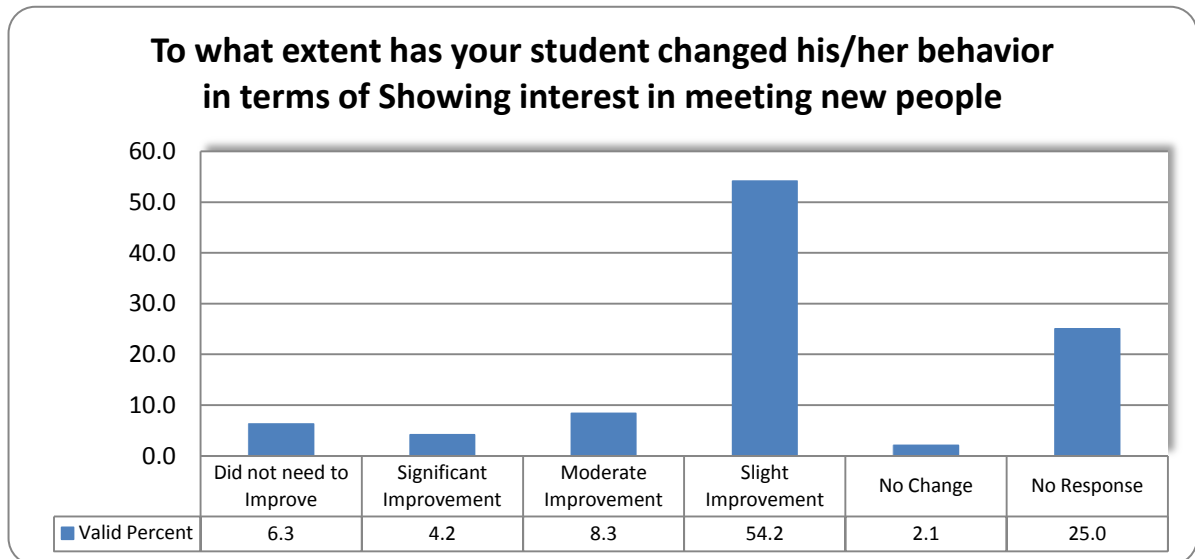
The above chart shows that with exception of those who did not respond (4.2%), according to teachers, all students showed some improvement in not being offended or showing anger when confronted with their mistakes.

To what extent has your student changed his/her behavior in terms of Standing up for himself/herself



The above chart indicates that 88.7% of students, or nine out of ten of those who attended the workshop, according to their teachers showed improvement in terms of standing up for themselves. 31.3% of these students showed significant improvement, and another 20.8%, a moderate level of improvement. 4.2% did not need to improve and this shows

that with the exception of non-responses, 100% of those who needed to improve showed some level of improvement.



Having interest in meeting new people is an important sign of being comfortable with oneself and having self-confidence. According to teachers, 66.7% of their responses showed that their students displayed some level of improvement in regards to showing interest in meeting new people. Bearing in mind that 25% of the teachers did not answer this question, the level of the effective rate of positive response indicating that students showed interest in meeting other people is around 90%.



Verbatim of open Ended and Additional Comments from Various Surveys

Educators/Facilitators Comments in the Start of the Program:

AMANDA IS A BRIGHT ENERGETIC GIRL WHO LIKES TO PERFORM AND IS VERY OUTGOING. SHE SEEMS TO HAVE TROUBLE WITH FRIENDS AT TIMES. SHE IS VERY SMART, BUT SEEMS INSECURE

BROOKE IS VERY CONSIDERATE OF HER PEERS AND ACTIVELY LISTENS TO WHAT PEOPLE SAY. I APPRECIATE THE WAY SHE ASKS QUESTIONS TO FURTHER THE DISCUSSION OR ASKS QUESTIONS WHEN SHE WANTS SOMETHING CLARIFIED.

EMILY IS A COMPLEX CHILD WHO HAS A LOT OF ANXIETY ABOUT SCHOOL FAMILY FRIENDS AND LIFE. SHE FEELS THAT SHE ISNT GOOD ENOUGH AT SCHOOL HAS NO TALENTS AND IS MISUNDERSTOOD BY HER PARENTS.

“L” CAN INTERRUPT ME OCCASSIONALLY AND IS BLUNT.

“T” HAS BEEN THE HARDEST ONE TO MAKE PAY ATTENTION HE MOCKS OTHER STUDENTS WITHDRAWS FROM CONVERSATION.

“J” LOOKS AT TIME CLOCK OFTEN. HE WANTS TO KNOW WHEN WE CAN PLAY GAMES.

JOEY IS A BIT WITHDRAWN AND UNCERTAIN ABOUT WHAT TO EXPECT HE APPEARS TO BE VERY HAPPY TO BE A PART OF THIS GROUP AS IT SEEMS HE IS A LONER AT SCHOOL. ACCORDING TO HIS GRANDMOTHER HE HAS HAD A DIFFICULT TIME IN SCHOOL BECAUSE HE IS FROM THE MAINLAND RATHER THAN A NATIVE HAWAIIAN AND HAS BEEN SUBJECTED TO BULLYING. HE IS VERY POLITE AND EAGER TO CONTRIBUTE BUT THERE IS AN UNDERLYING SADNESS TO HIM. I AM HOPING HE WILL OPEN UP AS THE CLASSES PROGRESS AND HE FEELS MORE COMFORTABLE WITH HIS MANADOOB CLASSMATES AND ME.

JOSIE HAS SHOWN FULL PARTIAPATION. SHE IS ALWAYS EAGER TO SHARE HER THOUGHTS AND RESPONSES TO QUESTIONS. IN LAST CLASS AS SHE WAS PACKING HER STUFF TO GO SHE SAID I LOVE THIS CLASS. I CAN ALREADY SEE HER BUILD CONFIDENCE IN HER HOBBIES AND INTERESTS EVEN IF IT MAY NOT BE THE SAME AS HER CLASSMATES.

JUSTIN IS A VERY ENTERTAINING STUDENT. HE IS VERY WIRED TO TECHNOLOGY. HE OFTER QUOTES HOW MUCH HE LOVES HIS IPAD. HE IS

DIFFICULT TO GET A SERIOUS RESPONSE BECAUSE HE IS A VERY EASILY INFLUENCED BY THE GANG. HE SEEMS INDIFFERENT TOWARDS A LOT OF THINGS THAT PERTAIN TO HIS EMOTIONS. HOWEVER HE BRINGS A VERY PLEASANT ENERGY TO THE CLASSROOM AND IS VERY COOPERATIVE WHEN ASKED TO DO CERTAIN ACTIVITIES AND PARTICIPATING IN THE CLASSROOM.

KARA CONSTANTLY TELLS ME HOW MUCH SHE LOVES MANADOOB. SHE IS THE MEDIATOR OF THE GROUP. SHE GENUINELY SHOWS EVERYONE KINDNESS.

KATRINA IS VERY RESPECTFUL IN THE WAY SHE VOICES HER OPINION AND HOW SHE LISTENS TO HER PEERS. SHE IS ATTENTIVE BUT THERE ARE MOMENTS WHERE SHE SEEMS DISTRACTED FROM THE PROGRAM OVERALL. SHE IS VERY KIND TO MYSELF AND HER PEERS.

KENNETH IS A FAST LEARNER AND SEEMS TO KNOW ALOT ABOUT MANY TOPICS. HE IS A BIT MORE HYPER AND OUTSPOKEN COMPARED TO HIS PEERS.

KYLE COMES OFF AS SHY BUT LOVES TO TALK ABOUT IRRELEVANT SUBJECTS. HE OFTEN INTERRUPT OTHERS AS WELL. HE GOES OFF TOPIC A LOT AND MENTIONS HOW HE LOVES VIDEOGAMES QUITE OFTEN. I CAN TELL HIS FAMILY DYNAMICS BOTHER HIM SOMETIMES BASED ON WHAT HE TELLS US.

MALAYNA IS VERY SHY AND SOFT SPOKEN. SHE IS AN EXTREMELY CREATIVE AND SENSITIVE CHILD. MALAYNA APPEARS TO BE HAVING SOME FAMILY PROBLEMS BUT AT THIS POINT I AM UNABLE TO DETERMINE WHAT EXACTLY THEY ARE YET.

OLIVIA IS FAIRLY WELL ADJUSTED TO HER FAMILY LIFE - DIVORCED PARENTS - SHE GETS ALONG WELL WITH HER MOM. SHE IS VERY SHY. IT WILL TAKE SOME TIME FOR HER TO OPEN UP BUT SHE WAS VERY EXCITED ABOUT TAKING THE PROGRAM

SAMUEL REFUSES TO OPEN UP ABOUT HIS FEELINGS OR CONCERNS. IF HE HEARS ANOTHER STUDENTS RESPONSE HE WILL USE THAT AS HIS OWN. IF I PUSH SAMUEL TO OPEN UP HE JUST SHUTS DOWN OR WILL GIVE UP ALL TOGETHER. I KNOW HE IS VERY SENSITIVE. HE LIKES TO DISRUPT OTHER STUDENTS FOR ATTENTION. MY HEART GOES OUT TO SAMUEL BECAUSE I KNOW HE REALLY COULD USE THIS PROGRAM HOWEVER HE REFUSES TO FULLY PARTICIPATE.

SANDUNI HAS BEEN A VERY ACTIVE PARTICIPANT IN THE CLASSROOM. SHE ALWAYS HAS SOMETHING TO SAY HOWEVER SHE SEEM TO HOLD BACK ON

CONCERNS SHE HAS AT HOME. SHE WANTS TO TALK ABOUT IT BUT IT IS STILL NOT COMFORTABLE BEING COMPLETELY OPEN. I LOOK FORWARD TO SEEING WHAT MORE SHE BRINGS TO THE TABLE. OF ALL OF THE KIDS IN MY CLASS I KNOW SHE COULD REALLY BENEFIT FROM THE MANADOOB.

SEBASTIAN HAS BEEN A GREAT STUDENT. IT IS DIFFICULT TO GET HIM TO OPEN UP TO OR THINK ABOUT ANY PROBLEMS HE MIGHT HAVE. HE DEFINITELY DOES A GOOD JOB AT SEEMING TO HAVE EVERYTHING TOGETHER. HE SEEMS TO BE THE POPULAR KID. HE IS ABOVE EVERYONE ELSE'S CONCERNS OR WORRIES. I THINK THIS PROGRAM WILL BE A GREAT WAY TO OPEN UP HIS AWARENESS TO OTHER PEOPLE'S EMOTIONS AND HIS OWN AS WELL.

"J" IS THE JOKESTER. JANE IS ALSO VERY KIND TALKATIVE.

SKYLER IS A VERY SWEET GIRL WHO HAS RECENTLY EXPERIENCED THE DEATH OF HER OLDER SISTER TO SUICIDE. SHE IS VERY THOUGHTFUL AND OPEN TO OTHERS.

TREVOR IS A CURIOUS PERSON AND KNOWS A LOT OF FACTS ABOUT MANY TOPICS. HE ALSO APPEARS TO BE A BIT STUBBORN DURING GROUP DISCUSSIONS AND WHEN SUGGESTIONS ARE BEING MADE. HE SEEMS TO REALLY ENJOY READING AND ROOT BEER.

TYLAR IS THE MOST QUIET IN THE GROUP HOWEVER WHEN HE PARTICIPATES HE IS GENUINE ABOUT WHAT HE SPEAKS OF. HE DOESN'T PARTICIPATE ON HIS OWN BUT WHEN I DIRECT A QUESTION TOWARDS HIM HE WILL ENGAGE IN THE DISCUSSION.

WHEN I MET HIM THE FIRST DAY HE WAS A BIT SHY BUT OPENED UP FIRST IN THE GROUP. HE SEEMS TO REALLY LOOK UP TO HIS FRIENDS AND FAMILY. THERE ISN'T A SINGLE CLASS THAT HAS PASSED BY THAT HE DOESN'T BRAG ABOUT HIS FAMILY.

Educators/Facilitators Comments in the Conclusion of the Program:

ALTHOUGH STILL VERY SOFT-SPOKEN MALAYNA IS MUCH MORE WILLING TO TALK ABOUT HERSELF AND HER FAMILY ISSUES DURING THE COURSE OF THE PROGRAM. SHE WAS TOLD BY HER PARENTS THEY WERE DIVORCING. SHE WAS EXTREMELY SHAKEN BY THIS AND FELT THAT SHE HAD LOST HER PARENTS LOVE AND THAT HER HOME LIFE ALTHOUGH IN CONSTANT TURMOIL NOW WOULD BE GONE FOREVER. BECAUSE OF THE BOND THAT EACH OF THE STUDENTS FORMED FOR ONE ANOTHER SHE SHARED THIS INFORMATION WITH THEM. HER CLASSMATES INSTANTLY

RALLIED AROUND HER PROVIDED COMFORT AND EMPATHY AND EACH SHARED THAT THEIR OWN FAMILIES WERE FRACTURED IN ONE WAY OR ANOTHER AND IT ALL WORKED OUT FINE. SHE LEARNED THAT HER PARENTS STILL LOVE HER EVEN IF THEY ARE NOT TOGETHER AND THEY WILL NEVER DESERT HER AND THAT SHE WILL PROBABLY BE HAPPIER IF THEY ARE HAPPIER. SHE HAS ENJOYED THIS BOND NOT ONLY WITH THE CHILDREN BUT ALSO WITH THE ANIMALS AT THE SHELTER SHE HAS DECIDED SHE WANTS TO BE A VET AND ATTENDS ALL FUNCTIONS AT THE SHELTER AS A JUNIOR VOLUNTEER.

AMANDA TOOK MANADOOR VERY SERIOUSLY, THOUGHT DEEPLY ABOUT MANY OF THE SUBJECTS AND LEARNED A LOT. SHE SHOWED TREMENDOUS GROWTH. HER SCHOOL TEACHER COMMENTED ON HOW MUCH SHE HAD GROWN BECOME CALMER AND MORE CONFIDENT.

EMILY WORKED HARD TO UNDERSTAND CONCEPTS ON A DEEP LEVEL. DURING THE COURSE OF THE CLASS SHE BECAME CLOSE FRIENDS WITH ANOTHER GIRL IN CLASS WHO SHE PREVIOUSLY DISLIKED. HER EMOTIONAL GROWTH WAS HUGE. SHE USED MANADOOB IN PRACTICAL WAYS TO HELP HERSELF THROUGHOUT THE YEAR USING MOOBIA STONES TO GAIN CONFIDENCE.

HE WAS SO MUCH FUN. I FEEL LIKE HE GAINED A LOT FROM MANADOOB I HAVE SEEN NICO TRANSFORM INTO A MORE ACCEPTING PERSON. HE LEARNED ONE OF HIS STRENGTHS IS ACCEPTING PEOPLE AS THEY ARE AND USED THAT STRENGTH IN CLASS MORE OFTEN AFTER HIS DISCOVERY.

JANE USED TO BE MORE RESERVED, NOW SHE IS THE MOST TALKATIVE. SHE ENJOYS GETTING THE CLASS IN ORDER FOR ME.

JOEY HAS TOTALLY CHANGED SINCE COMPLETING THE MANADOOB PROGRAM. HE HAS A MUCH BRIGHTER OUTLOOK ON THINGS AND HAS SO MUCH MORE CONFIDENCE THAN WHEN HE STARTED. HE HAS FOUND FRIENDSHIP AND A SENSE OF BELONGING THANKS TO THE BONDS THAT HAVE BEEN FORMED WITH HIS MANADOOB CLASSMATES. HE WAS FEELING ISOLATED AND LOOKED DOWN UPON BY HIS PEERS IN SCHOOL. HE FOUND A SAFE HAVEN TO EXPRESS HIS EMOTIONS AND HIS SADNESS HE HAS HAD THE OPPORTUNITY TO SHARE HIS FEELINGS WITH OTHERS AND ALSO TO EXPERIENCE THE CHALLENGES THE OTHER KIDS GO THROUGH AS WELL. JOEY ALWAYS SHOWED UP FOR CLASS EARLY FILLED WITH ENTHUSIASM AND ENERGY. HIS GRANDMOTHER TOLD ME THAT HE REALLY MATURED SINCE HE STARTED THE PROGRAM.

JOSIE NEVER FAILS TO GIVE GENUINE AND THOUGHTFUL RESPONSES TO THE MANADOOB ACTIVITIES. SHE IS VERY MATURE FOR HER AGE AND CARING TO THOSE AROUND HER. SHE HAS SHOWN A STRONG INTEREST IN THE MANADOOB PROGRAM AND ALWAYS EXPRESSES HER EXCITEMENT TO PARTICIPATE BY VOLUNTEERING. I HAVE SEEN HER REALLY EMBRACE CONFIDENCE IN HERSELF THROUGHOUT THIS PROGRAM. SHE IS WELL AWARE THAT SHE LIKES THINGS THAT ARE DIFFERENT THAN OTHER KIDS AND HAS ACCEPTED HERSELF FOR WHO SHE IS AND HAS LEARNED TO LOVE HERSELF.

JUSTIN IS A VERY CALM AND COMPOSED STUDENT. HE IS VERY STUDIOUS AND ALWAYS COMPLETES ASSIGNMENTS. HE IS SO USED TO DOING AS HE IS TOLD IT IS DIFFICULT TO SEE HIM GET PLEASURE AND FUN OUT OF CLASSROOM ASSIGNMENTS HE HAS A LOT OF PRESSURE FROM HOME TO BE A STUDIOUS STUDENT IN WHICH HE IS HOWEVER HE LACKS AN OUTLET TO EXPRESS EMOTIONS JUSTIN STRUGGLED WITH BEING SERIOUS AND INTENTIONAL WITH HIS RESPONSES IN CLASS HE WAS THE CLASS CLOWN AND NEVER FAILED TO GET A GOOD LAUGH FROM BOTH ME AND THE REST OF THE CLASS

KARA HAS GOTTEN MUCH MORE CONFIDENT. SHE USED TO SHY AWAY AND FOLLOW J's LEAD BUT NOW SHE SETS HER OWN PATH IN CLASS. KYLE HAS OPENED UP TO ME THE MOST ABOUT HIS PAINFUL PAST IN HIS EXTRA SESSIONS IN CLASS. I NEVER WOULD HAVE EXPECTED THIS FROM HIM

OLIVIA SEEMS TO HAVE REALLY ENJOYED THIS PROGRAM SO MUCH THAT NOW HER YOUNGER BROTHER HAS BEEN ASKING WHEN HE CAN TAKE IT. ALTHOUGH OLIVIA STILL EXHIBITS A CERTAIN DEGREE OF SHYNESS SHE HAS REALLY OPENED UP TO THE OTHER STUDENTS AND BONDED. SHE DEFINITELY DISPLAYS MORE CONFIDENCE AND PLAYED A BIG PART IN HELPING HER CLASSMATE WORK THROUGH HER PARENTS DIVORCE. SHE IS ALREADY SHARING HER EXPERIENCES WITH HER FRIENDS AND FAMILY. SHE ALONG WITH THE OTHERS DID NOT WANT THE PROGRAM TO END.

SAM HAS IMPROVED TREMENDOUSLY IN HIS CLASS PARTICIPATION AND INTEREST IN THE CLASS. HE SEEMS MUCH MORE COMFORTABLE IN THE CLASSROOM AND WORKING WITH THE KIDS IN THE CLASS. HE DOES STILL HAVE DIFFICULTY OPENING UP ABOUT HIS EMOTIONS AND GETS DISTRESSED IF PUSHED TOO HARD. OVERALL HE HAS REALLY IMPROVED ON BEING ATTENTIVE IN CLASS AND VOLUNTEERING TO PARTICIPATE IN CLASSROOM ACTIVITIES.

SANDVNI HAS BEEN A VERY ATTENTIVE WELL BEHAVED STUDENT. SHE ALWAYS VOLUNTEERS AND GENUINELY PARTICIPATES IN CLASS ACTIVITIES. SHE IS VERY NURTURING AND CARING TOWARDS OTHERS AROUND HER. SHE SHOWS A LOT OF MATURITY FOR HER AGE. SHE COMES

FROM A HOME WHERE SHE HAS A LOT OF PRESSURE TO BE A SUPERSTAR. I HAVE NOTICED THAT THE PRESSURE CAN TAKE A TOLL ON HER WHEN SHE GETS OVERWHELMED FEELS SHE DOES NOT MEET THE HIGH EXPECTATIONS SET FOR HER AT HOME. SHE IS EXTREMELY TALENTED AND SMART HOWEVER SHE TENDS SECOND GUESS HER TALENTS. SHE NEEDS CONSTANT REMINDERS OF HOW MUCH SHE HAS ACCOMPLISHED.

SEBASTIAN IS A VERY CARING COMPASSIONATE STUDENT. HE COOPERATES REALLY WELL WITH THE OTHER STUDENTS AND IS INTENTIONAL IN HIS CLASS RESPONSE. HE IS VERY ACTIVE AND REQUIRES A LOT OF HANDS ON ACTIVITIES. OVERALL HE IS A VERY GROUNDED CHILD WITH A LOT OF SUPPORT IN AND OUTSIDE THE CLASSROOM. HE IS VERY CONFIDENT IN HIMSELF AND CONTENT WITH THE FRIENDS HE HAS.

SHANE HAS OPENED UP AND GOTTEN MORE TALKATIVE IN THE GROUP. HE USED TO WITHDRAW FROM CONVERSATION NOW HE WILLINGLY JOINS IN.

“S” HAD SOME PROBLEMS W GIRLS IN SCHOOL. WE WORKED ON THESE AND SHE SAID THE PROGRAM HELPED HER WITH THAT.

SKYLER BECAME MUCH MORE CONFIDENT IN MANY WAYS. AT FIRST SHE REFUSED TO READ ALOUD BUT BEGAN REQUESTING A TURN. SHE RAN FOR OFFICE AT SCHOOL, SHE SPOKE UP MORE, SHE SHOWED GROWTH AND EMERGED A LOVELY YOUNG LADY.

Parents Comments:

CHILD ALREADY ACHIEVE HIGH GRADES MANADOOB HELPED

HE REALLY ENJOYED THE PROGRAM. I WAS SURPRISED HOW HAPPY HE WAS. HE ALWAYS MENTIONED HOW FUN IT WAS. THANK YOU

MY CHILD ENJOYED THIS EXPERIENCE.

MY CHILD HAS FELT COMFORTABLE ENOUGH TO WANT TO SPEAK TO HER MANADOOB INSTRUCTOR WHEN HAVING ISSUE WITH A FELLOW MANADOOB GRADUATE. GOOD TO KNOW THEY FEEL IT IS A SAFE MIDDLE GROUND FOR POSITIVE TRANSFORMATION OF THEIR FRIENDSHIP.

MY CHILD REALLY ENJOYED PARTICIPATING IN MANADOOB AND I WOULD RECOMMEND THIS CLASS TO OTHER PARENTS. THANK YOU SO MUCH.

MY DAUGHTER ENJOYED PARTICIPATING IN MANADOOB BUT TOWARDS

THE END OF PROGRAM SHE WAS A BIT BORED OF ANSWERING QUESTIONS AND NOT REALLY UNDERSTANDING THE REASONS BEHIND THE QUESTIONS

MY GRANDSON HAS MATURED SO MUCH SINCE TAKING MANADOOB HE TRANSFORMED FROM A CHILD TO A YOUNG MAN.

MY SON HAD A GREAT TIME. MY SON RECENTLY LOST HIS DAD AND THIS WAS PERFECT TIMING FOR HIM. THANK YOU VERY MUCH.

THANK YOU FOR THE OPPORTUNITY MY DAUGHTER LOVED THE PROGRAM AND NOW HER LITTLE BROTHER IS BEGGING TO TAKE THE CLASS.

Open Ended Comments from Program Participants:

Please list two to three things that you like most about the program:

ALL OF IT IS IMPORTANT

BEING WITH OTHER KIDS

BOOK

BOOKS

HELPING OTHERS. GIVING OUT THE CHARMS

GIVING ADVICE

HELPING PEOPLE WITH BULLYING

MANADOOB TEACHER

MY TEACHER

OTHER KIDS SPEAKING

SHARING FEELINGS

TALKING ABOUT ANIMALS

THE ANIMALS

THE BOOK

THE GENERAL IDEAS AND TOPICS WE DISCUSSED EACH WEEK

THE MOOBIA STONES

THE PART ABOUT BULLIES

THE PEOPLE

THE TEACHER

USING STONES

WE LEARNED ABOUT BULLYING

WORKBOOK HELPS FIX PROBLEMS

WORRY BAG

YOU GOT TO ASK QUESTIONS AND OTHER PEOPLE ANSWER

BEING ABLE TO TALK ABOUT THINGS THAT I WOULDNOT WANT TO WITH MY PARENTS

CAN TALK ABOUT PROBLEMS

DRAWINGS

HELPING OTHERS

HELPING US WITH SCHOOL

IVE LEARNED WHY PEOPLE BULLY

LEARNING

PUT MY FEARS IN WORRY BAG

READING

SEEING PEOPLE SMILE WHEN I SMILE

TALKING ABOUT TREATING PEOPLE GOOD

WRITING LETTER TO GRANDMA

HELPING WITH SITUATIONS AT HOME IN GENERA

I LIKE SPENDING TIME WITH OTHERS WHO NEED ME

I LIKE THE I BELIEVE CHARM I GAVE TO MY MOM

IT WASNT AS BORING AS I THOUGHT IT WOULD BE

ITS FUN

TEACHES ME TO BE HAPPY

Any Comments?

WHAT DID YOU LIKE ABOUT THIS PROJECT I LIKE THIS PROJECT BECAUSE WE READ THE BOOK WORKBOOK PROBLEM CHARACTERS STONES MANADOOB 2 WHAT DID YOU NOT LIKE ABOUT THIS PROJECT I DINDT LIKE THE WRITTING 3 WHAT OTHER CHARACTERS YOU WOULD LIKE TO READ ABOUT THE OTHER CHARACTER I WOULD LIKE TO MAP WEAK MARGE 4 WHAT WOULD BE SOME OF THE PROBLEMS THAT COULD BE USED IN OTHER BOOKS SOME OF THE PROBLEMS THAT COULD BE USED IN OTHER BOOKS IS THE AT OPTIONS 5 WOULD YOU LIKE TO SEE SEQUEK OF THIS BOOK YES I WOULD LIKE TO SEE SEQUEK OF THIS BOOK 6 WHAT WAS YOUR FAVORITE PART OF THE PROJECTS MY FAVORITE PART OF THE PROJECT IS THE STONE WHAT CHANGES CAN BE MADE IN THE BOOKS THE MANADOOB CAN BE CHANGE

I ENJOYED AND APPRECIATED THIS OPPORTUNITY

I ENJOYED THIS EXPERIENCE

I FEEL LIKE MANADOOB HELPED ME KNOW MY PARENTS STILL LOVE ME EVEN IF THEY DONT LIKE EACH OTHER ANY MORE. THANK YOU MANADOOB

I HAD A LOT OF FUN AND I WISH IT WAS NOT ALREADY OVER.

I LIKED HAVING A SMALL GROUP. I FEEL LIKE TO MANY KIDS WOULD BE OVER WELMING FOR SOME PEOPLE AND NO ONE WOULD BE ABLE TO DISCUSS FEELING OR RELATE TO ANYONE

I LIKED KNOWING OTHER KIDS HAVE THE SAME PROBLEMS I KNOW IAM NOT ALONE

THIS PROGRAM IS AMAZING