



**Coordinator:** Khulud Zenati

**Student/Guide:** Adam Elhan

**School:** Ula-Lod

**Age of Participants:** 15-16 (10<sup>th</sup> Grade)

**Number of Participants:** 16

**Total number of encounters, October-May:** 16

### **Group's Characteristics**

The group possesses an evident strength that serves as a unifying agency, helping to align together all participants in the service of a shared goal.

### **Themes/Subjects of Encounter**

The content featured in sessions is varied, with a strong emphasis on tolerance towards others, as well team work, leadership, planning ahead, personal and collective identity, enhancement of environmental awareness and tools for self-realization.

**Personal Success Stories:** Uday

### **Background (attributes, character traits, barriers, etc.,)**

Uday is an extremely shy student who enjoys soccer and videogames. He rarely speaks out and is encumbered by low self-esteem.

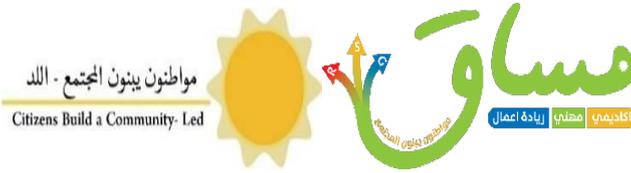
### **The Process Actualized by Encounters**

Following our one-on-one sessions Uday was able to overcome his innate shyness. I was also assisted by our counselor, who provided techniques for the enhancement of self-confidence.

### **The Impact on the Participant and the Consequent Changes to his Personality**

Uday emerged from our sessions as a popular and confident member of his class. He initiates dialogue and contact with others, often taking charge of collective activities. His pleasant personality is always an uplifting feature in all group sessions. He is a student who was never late and attended every session!

Finally, he recently told me he intends on applying for class president.



**Coordinator:** Khulud Zenati

**Student/Guide:** Asil Kdura

**School:** El-Ola Highschool

**Age of Participants:** 11<sup>th</sup> Grade

**Number of Participants:** 19

**Total number of encounters, October-May:** 14

### **Group's Characteristics**

The group's foremost characteristic is its sense of unity, enabling a supportive environment for safe sharing and personal discussions. Another strong attribute is the fierce need to volunteer and join social initiatives.

### **Themes/Subjects of Encounter**

objectives and content were pre-determined, covering issues such as introduction, expectations, communication, abilities, etc., There was an encounter during which students seemed particularly agitated, specifically with regard to the upcoming matriculation exams. In light of this overall nervousness, I decided to drop my readied material and concentrate on their needs at that specific moment in time. I let them vent their emotions, practice mediation and share their personal struggles.

### **Personal Success Stories:**

#### **Background (attributes, character traits, barriers, etc.,)**

I had this one student who would not utter a single word during sessions. This kid was a social outcast, always by himself. I came to realize some action was needed. I began by calling him before every session to make sure he was going to attend class. I wanted to make him feel his presence was important to both myself and the group. During introductory rounds I addressed him specifically, prompting to talk and share his thoughts.

At the present, this student is already waiting at class when arrive there. He is the first to volunteer and speak his mind. He is now working on a presentation which he asked to perform, concerning the damages internet to smoking.

### **The Process Actualized by Encounters**

There is no doubt as to the advancement made by this particular student. The changes are evident in his self-confidence and participation in conversations. The questions I presented before him, such as 'who are you?' and 'how would you like to present yourself?' made him re-evaluate that which seemed fixed and obvious. Other group activities also encouraged him



to come out of his shell and present himself before the class. All this led him to the point where he is now a socially active and popular member of our group.



**Coordinator:** Khulud Zenati

**Student/Guide:** Nora Elshikha

**School:** Dar Al-Ekma - Lod

**Age of Participants:** 15-16 (10<sup>th</sup> Grade)

**Number of Participants:** 13

**Total number of encounters, October-May:** 11

### **Group's Characteristics**

A partially structured psycho-pedagogical group, consisting of boys and girls attending the same class and majoring in Physics. All are traditional Arabs from Lod.

The group assembles each Friday at Dar Al-Ekma school in Lod for a duration of 90 min. Participants are responsible and take care to arrive to all sessions in time.

### **Themes/Subjects of Encounter**

As mentioned above, the group is partially structured and so objectives and content are pre-determined. However, additional material is incorporated to accommodate beneficiaries' needs as they arise.

Beneficiaries are provided with basic life-skills for the enhancement of confidence and self-fulfillment. Among the tools dispensed in the program: problem solving, decision making, communication and stress management. There's also a strong emphasis upon personal and collective identity, both from a psychological and social perspective. All issues discussed are conducive to realization of academic and vocational interests.

Additionally, encounters cover pressing issues relevant to this age-group, such as violence and bullying, dropping out of schools, peer pressure and more. The matters are aired out in all-inclusive and supportive environment, one in which members are committed to the wellbeing of their peers.

### **Personal Success Stories:**

#### **Background (attributes, character traits, barriers, etc.)**

One of the students was a pleasant, intelligent and highly motivated girl. She maintained a high grades average, exhibited great responsibility and was loyal and generous towards friends.

The student comes from a middle-class traditional household, and is the youngest of 4 sisters and a brother.



One inhibitive factor I immediately saw in her was a reluctance to share any emotions she deemed negative or indicative of a weakness. She avoided an emotionally open discourse or activities demanding an honest display of shortcomings.

### **The Process Actualized by Encounters**

During initial encounters the student insisted she had no place in the program since the future did not hold for her any vocational or academic promise. She finally agreed to remain with us, only after I promised her that we will not focus exclusively on vocational and academic skills.

Still, she would often remark how all women eventually stay at home to raise the kids and that is exactly what she will do. When other members of the group spoke about their professional or academic ambition, she would belittle them.

Later on, I conducted a session dedicated to success stories of trailblazing women who were able to transcend adversity and obstacles. Consequently, I came to realize that the student was fearful she would follow in the footsteps of her sisters, who were deprived an academic future and relegated to the status of homemakers. It was then I realize the need for more content dealing with female empowerment and social activism premised on a feminist point of view .

During the final sessions I noticed the student was less antagonistic towards the possibilities of academic education. She even shared with us her dream to become an interior designer and the first steps she was already taking towards reaching that goal.

### **The Impact on the Participant and the Consequent Changes to his Personality**

Beside the marked shift outlined above, the student began to share more of her feelings with the class. She discussed personal matters, including those of a vulnerable nature, and is now enjoying an enhanced sense of motivation.



**Coordinator:** Khulud Zenati

**Student/Guide:** Sali Smara

**School:** ORT School for Science and Engineering

**Age of Participants:** 12<sup>th</sup> Grade

**Number of Participants:** 13

**Total number of encounters, October-May:** 14-15 group sessions, accompanied by personal encounters with participants.

### **Group's Characteristics**

My group consists exclusively of girls, most of them from the same class, with two or three exceptions.

### **Themes/Subjects of Encounter**

Initial encounters were dedicated to introductions, after which we began working on the subjects of personal identity, rhetorical skills and self-expression. These sessions were followed by discussions focused on national identity and various issues regarding creativity. We then proceeded to discuss the resources needed for the realization of personal and social initiatives.

### **Personal Success Stories:**

#### **Background (attributes, character traits, barriers, etc.,)**

I feel that my own personal success in MASAK has greatly influenced my professional life. The preparatory workshops for this program enhanced my pedagogical flexibility, thus enabling a more attentive approach on my behalf. Such attentiveness involves modification of learning materials according to the needs and sensitivities of my students. Consequently, sessions are much more fun and effective.

As for a success story involving one of my students, I would like to suggest 'G', a student I've known personally prior to this project. This girl's interactions with other class members were always strained and filled with hostility. 'G', who is originally from Jerusalem, transferred to Lod 3 years ago. She always felt different and unloved, even rejected, and so reacted by being unkind. Consequently, she ended up completely alone both in class and in school. One of my objectives was to help 'G' emerge from this hole she has dug for herself, improve her relationships with the other girls and enhance her self-esteem.

Today 'G' is the most socially prominent figure in the class, and enjoys great popularity among classmates. She is the first to take initiative and is often the connecting link between myself and other students. I'm very proud of her and the achievements she was able to facilitate through our personal talks.

### **The Process Actualized by Encounters**



'G' underwent a profound process while engaged in the group's sessions and was greatly influenced by the content presented. The initial encounters helped her to make the acquaintance of her peers in a way she was unable to accomplish before. Later on, sessions dedicated to identity issues and personal structuring helped her become more receptive and accommodating to others. She also understood more fully that which makes her unique, and so was able to transcend her insecurities.

### **The Impact on the Participant and the Consequent Changes to his Personality**

'G' is more confident than ever before, with an ability to accept more fully others and herself. Her relationships within the class and school greatly improved and there is a marked change for the better in her personality and leadership skills.



**Coordinator:** Khulud Zenati

**Student/Guide:** Yara El-Huga

**School:** ORT School for Science and Engineering - Lod

**Age of Participants:** 16-17 (11<sup>th</sup> Grade)

**Number of Participants:** 22

**Total number of encounters, October-May:** 18

### **Group's Characteristics**

A group of 22 11<sup>th</sup> graders attending various scientific courses (Biology, Chemistry, Electrical engineering and Environmental Sciences). The group consists of 4 boys and 18 girls, all possessing a high level of motivation and cognitive capacity, as well as a desire to positively impact society. These are seriously minded students who arrive to classes regularly and on time.

### **Themes/Subjects of Encounter**

We began with a series of introductions, during which members got to know each other, familiarize themselves with the organization, synchronize expectations and formulate a group agreement for future proceeding. Afterwards we processed current events and set goals for 2021 and 2022. We then delved into the world of academics, mapping out personal dreams, fields of interest and plans for the future. The group was also introduced to content concerning creative thinking, team work, decisions making, and dialogue. An indispensable part of our sessions was the subject of volunteering and social activism. After much deliberation we decided to honor the memory of the late Nadine Awad, a former classmate who was killed during operation **Operation Guardian of the Walls**.

**Personal Success Stories:** Muhamad

### **Background (attributes, character traits, barriers, etc.,)**

Muhamad is a 17-year-old 11<sup>th</sup> grader majoring in Biology. Originally from Rahat, Muhamad is relatively new in Lod and is not well acquainted with his peers. He is extremely restless and unable to sit still for long periods of time. Although he enjoys talking to others and expressing his opinions, his communicational skills are lacking.

### **The Process Actualized by Encounters**

Looking back on the year in retrospect, it's clear just how much Muhamad has advanced. This growth process began with an agreement in which he vouched to honor his word and remain trustworthy. The various studies and academic explorations helped to further develop his ideas and introduced him to academic institutions and programs. He proved particularly successful in facilitating communication with others, decision making and negotiations.



### **The Impact on the Participant and the Consequent Changes to his Personality**

After concluding 15 full sessions, Muhamad is finally able to sit peacefully for the entire duration of an average encounter (90 min.). He is active in conversations and verbal in a clear and friendly manner. His knowledge of Lod has evolved considerably so have his relationships with students from other schools. He feels at home here in Lod, and is enthusiastic about the community here and the prospect of contributing to its advancement