



# Annual Report

5772 | 2012

Azrieli Institute  
for Educational Empowerment

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## Azrieli Institute for Educational Empowerment

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This report provides a summary of the challenges and activities of the Azrieli Institute for Educational Empowerment, 2012. It is submitted to the management of the Azrieli Foundation, mayors, district directors at the Ministry of Education, The Jewish Federations of Canada – UIA, education department managers at the authorities, school superintendents, managers of the Azrieli Program, school principals, teachers and coordinators.

# Introduction

The Azrieli Institute for Educational Empowerment was initiated by Mr. David Azrieli a decade ago.

The Institute and its Program came about thanks to Mr. Azrieli's vision of becoming active in junior high schools to prevent overt and covert student dropout from the education system. Ms. Danna Azrieli followed through on this vision, establishing and managing a Program under the auspices of the Azrieli Institute for Education Empowerment.

In Israel, as elsewhere, students in their junior high school years are at their most vulnerable, as they work their way through the emotional turmoil of adolescence. Students that are already low achievers are particularly at risk and often lose the little faith they have in their personal capabilities.

In 2004, following extensive research, a model was developed to carry out David Azrieli's dream. The research had shown that most intervention programs in the education system targeted either primary school or high school age groups, focusing only on the early and final school years, and in particular matriculation exams. Typically, existing programs emphasized only the academic aspect. In light of this reality, the Azrieli family decided on a holistic solution that would see the junior high student as a whole person. To achieve the desired goals, the Azrieli Program comprises academic, social and family elements.

The uniqueness of the Program is in the creation of a holistic system that answers the student's personal needs in full collaboration with the education system, their school, and their family environment, while socially empowering the student.

Today, after eight years of extensive activity, approximately 3,000 students are participating in the program in 55 schools in 15 cities and towns across Israel.

It is safe to say that Mr. Azrieli's initial vision has been fulfilled, but it is by no means over. On the contrary, given the Program's success, the Azrieli Foundation has given its blessing to expand the activities of the Azrieli Institute in 2013 to another ten cities.

The achievements and triumphs between 2006 and 2012 are described in this report. We also include a summary of the activity for 2012.

I would like to take this opportunity to thank the many special people who contributed – and continue to contribute – to the success of the Program.

First and foremost, a big thank you to David and Danna Azrieli for their vision and its implementation and to the Azrieli Foundation for its generous support and ongoing investment.

The Foundation's CEO and the office team, for their extensive assistance in running the Program.

My thanks too to the members of the Institute team and its managers in the various cities, who have been partnering with me for days and nights over many years.

Thanks are also due to the district directors at the Ministry of Education, the mayors and education department managers, who helped us with all the moves leading to the success of the Program.

A special thank you to the school principals, the school pedagogic team, coordinators, counselors, teaching assistants and parent workshop leaders for their significant activity and their belief in every student.

I will conclude with a prayer for continued success and activity as expressed in the Institute's blessing "Azrieli – as high as you can go!"

**Meir Avitan,**

National Program Director of the Azrieli Institute for Educational Empowerment

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## The story of one of our students

Rachel (a fictitious name) joined the group after the mathematics exams. Rachel was recommended for the Program following an interview with the coordinator and discussions with the homeroom teachers. This came about because of her being a very introverted child, virtually uncommunicative and on the verge of special education.

In the first weeks after joining the Program, Rachel was indeed very introverted and barely spoke, but she did study very well. At the end of the first half, her mathematics grade was 65 in the second level group. After a while, significant improvement was apparent in her class work, studies, grades and socially. Her significant drawing talent was discovered and, following this discovery, we decided to enable her to express her drawing talent in the social activities. This proved a major help in enabling her to establish social ties.

At the beginning, her improvement was apparent only at Azrieli, but later in the year, significant improvement was also apparent in the morning classes. On one occasion, when she came in on a Friday for extra classes before some Ministry of Education exams, she told us she had downloaded exams from the internet at home and had tried her hand at solving them, in order to practice!! In addition, while most of the girls expressed some irritation at studying on Fridays, she thanked us and even said that she was willing to come in every Friday, as long as she could improve her results. She achieved a grade of 91 in the Ministry of Education exam and her mathematics grade in her second half report card in class was 98! This was an amazing academic achievement and her work was excellent.

Socially she turned out to be a very social and supportive girl. She is still relatively quiet in class, but she now participates, helps girls sitting next to her, and plays her part in social activities.



In a parents meeting one day, I met and talked to her mother. At the beginning of the conversation, I complimented the mother on her successful daughter and she was simply astonished. She said that they had tried to enroll their daughter into a school for the arts and that she had not been admitted because of her low grades. Once Rachel started the school year and the mother saw that she was unsuccessful in improving her achievements, she even considered transferring her to another school (for those with more learning difficulties). It further transpired that there was a very successful brother. After everything I told her about the amazing progress Rachel had made, the mother was radiant with joy.

Today, Rachel is one of the leaders in her class and is highly motivated to make a similar change in English too!! In addition, Rachel went up to the first level group in mathematics and is one of the best students in the group.

**The transition from primary school to junior high school takes place in one of the most difficult periods in a student's life** – adolescence after all is an age that is characterized by significant emotional turmoil and internal stress. During this period, students with low grades become very emotionally vulnerable, and also lose their faith in their personal capabilities due to accumulating academic failures, which leads them to social and personal frustration.



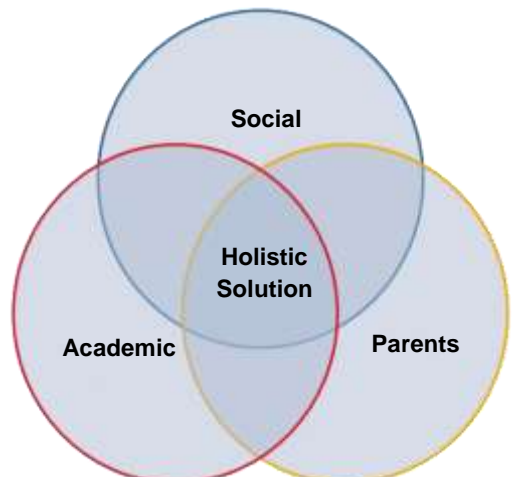
Against the background of the future challenges to be faced by junior high students at school, these students find themselves headed down a track that will lead them to final dropout from the education system, or to their becoming covert dropouts, who may be enrolled in the education system, but take no part in actual studies.



The Azrieli Foundation has set itself the goal of facing this national challenge, which shows that grades 7 to 9 are the critical ones and constitute a "watershed" in the lives of many students. During this stage, dedicated support and counseling is vital to prevent the mere possibility of future dropouts.

**Azrieli Institute for Educational Empowerment has taken up the challenge of empowering such youth to allow them to realize their ability to become independent and succeed in their studies at school, through counseling and support that will take them "step by step" to the understanding that their success is a possibility that can actually be fulfilled and realized.**

The program is comprised of three spheres of activity that target improvement in the **academic and social** skills of the students and focus on the role that their **parents fulfill** in their children's methods of studying



**Academic achievements** are realized through "academic acceleration" which narrows gaps in knowledge through accelerated study sessions within a short time frame, leading to several impressive and consistent achievements in the core subjects: Mathematics, English and Hebrew.



We initiate the student into the Program with a "**formative journey**", in which the student and the group engage in discussion on the various aspects of formation of their personality and identity. In the next stage, the nurturing of the students' social and personal skills is enhanced through **group workshops**, personal conversations and sports activity. In the middle of the school year, the student goes on a "**family journey**", with the goal of creating the right space in which an experiential connection can be achieved between the child, the rest of the family and the parents.

Towards the end of the year, the students will go on a "**community journey**". This journey represents the transition from the personal and group-family circle towards more extensive social circles. At the end of it, the students create a social venture which they operate in their close vicinity, thus also contributing to their immediate community. Between journeys, weekly workshops take place, strengthening the following elements: positive self-image, behavioral skills, discipline patterns, strengthening the students' faith in their abilities to succeed, nurturing for excellence etc.



**In the final stages of the Program, Azrieli Institute Graduates** undergo training as young counselors. The overall goal of this training is to enable the graduates to support the new young students in the Program, both at the academic and social levels, within a volunteering framework that gives back to society.



The **students' parents** also take part in the process, through a series of intensive meetings with educational counselors, during which they get to know about study methods for working with their children and ways to improve family relationships, all in a manner which will allow them to be full partners in their children's achievements.



## Quotes from Parents, Principals & Mayors

"I wish I had been given these tools when my son was in the first grade".

"I see an improvement in my daughter's attitude to learning. Keep up the good work!"

"In the beginning, I lost hope that my son could continue to a good school, but I see, thanks to this project, that anyone who wants to succeed can! You only need a lot of will, a lot of encouragement and a lot of love, thanks for allowing us the privilege of participating in this project, because it helped me find new and beautiful things in my son".



"The students who participated in the project underwent a significant behavioral and academic change. They demonstrate high motivation and believe in their ability. They are not facing dropout risk at all, and we are certain that they will all be enrolled in matriculation tracks in high school".  
School principal in Beer Sheba

"The Program provides a response to the students and leads to their progress in the academic and social aspects. It leads to partnership and commitment of all of the teachers for success of the student through a holistic view, and to important partnership with the parents".  
The Mayor of Ma'alot

"The students receive a high quality response in this Program to academic, social and personal needs as a whole. We wish for many such programs in the future as well".  
School principal in Beer Sheba

## Quotes from our Students

"Thank you for the help in my studies, I feel that since I am in Azrieli, I am progressing in my studies, I discovered abilities which I was not aware of, thanks for all of the understanding, caring and intention, thank you!"

"Since I started studying in Azrieli, I began succeeding more, achieving higher grades, I have a good feeling in this place and the teachers teach well".

"You helped us very much, you supported us, you showed us that when there is a will there is a way, we see significant improvement both in the academic field and in the social field".

"My grades have improved, and I feel that if wouldn't have been here and received all that I received here, all of the help and support, I would not have been where I am now".

"We understood that with will power, everything works".



"It also raised my self confidence. For example, today I get 80-85 in an exam, and it is not enough, I expect to get at least 90-100, so thank you very much".



***Achievements  
and Successes  
Over 6 years  
2006-2012***

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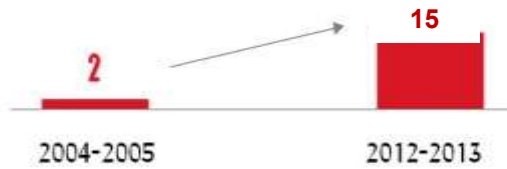
# The scope of activity according to towns 2005-2013

Azrieli Institute for Educational Empowerment was established in 2004 in Be'er Sheva and over the years expanded to 15 towns throughout the country.

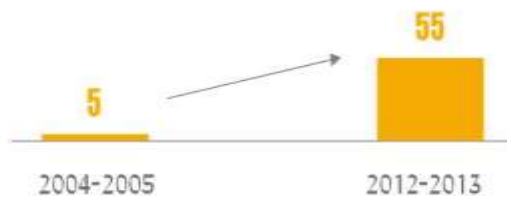


# The Scope of Expansion by Years

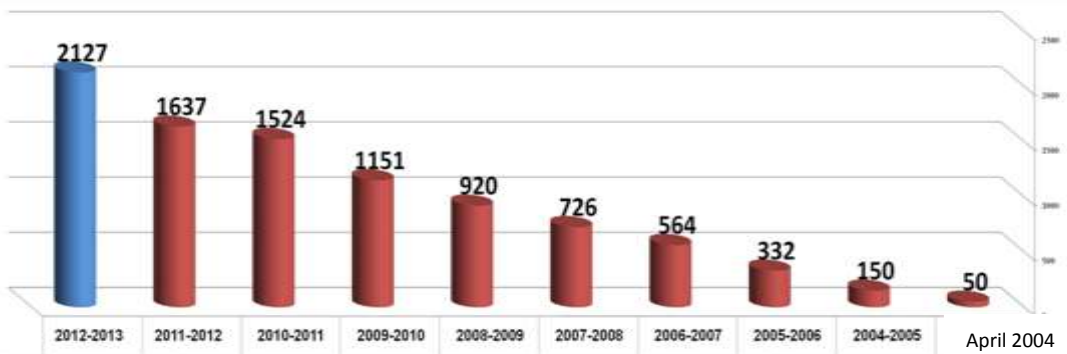
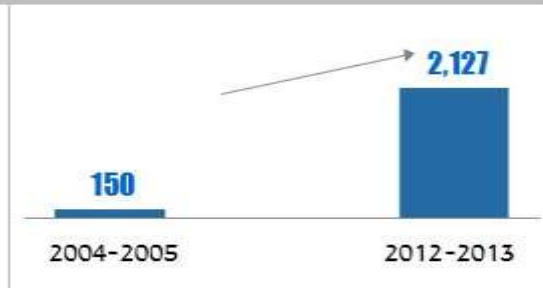
## Number of cities in the Program



## Number of schools in the Program

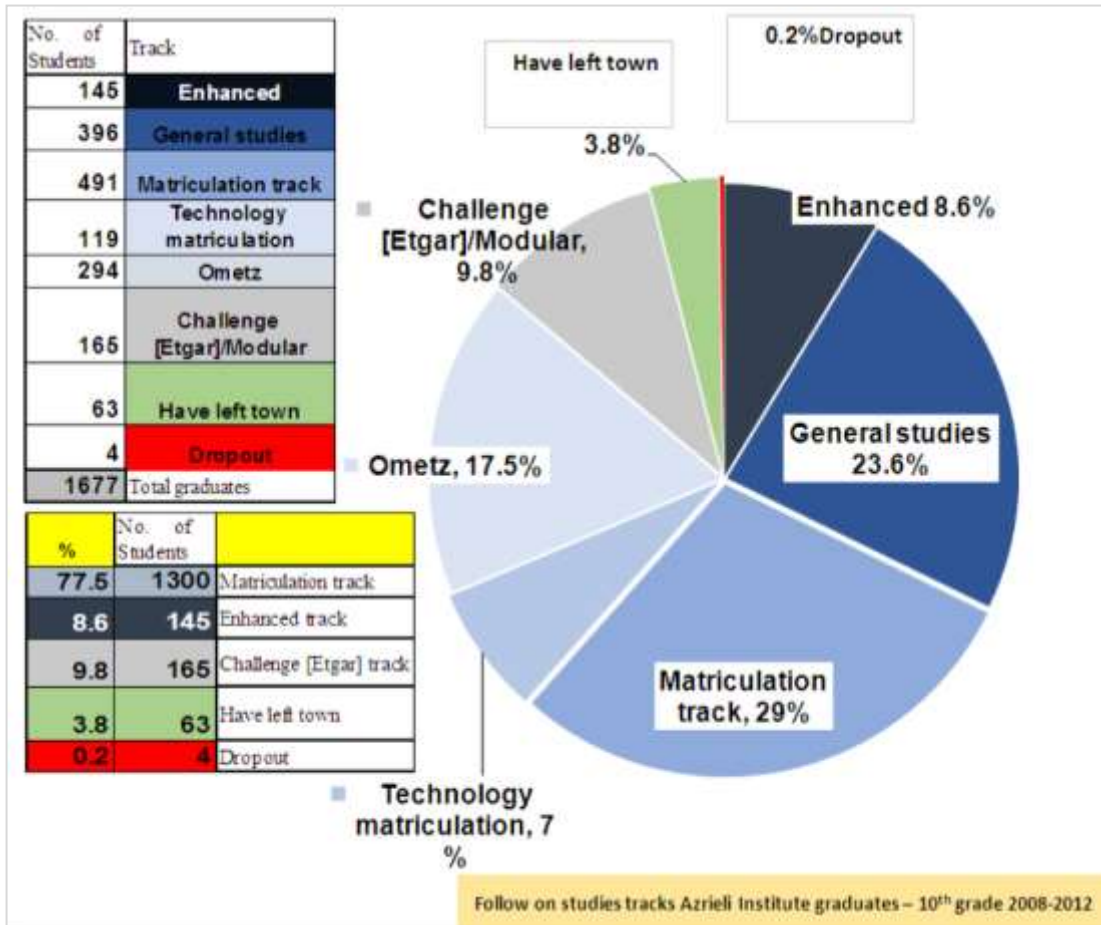


## Number of students in the Program



## 2008-2012 Ninth Grade Graduates

1,677 Azrieli Institute Graduates, who completed the ninth grade in the years 2008-2012 were classified according to the following outcomes:



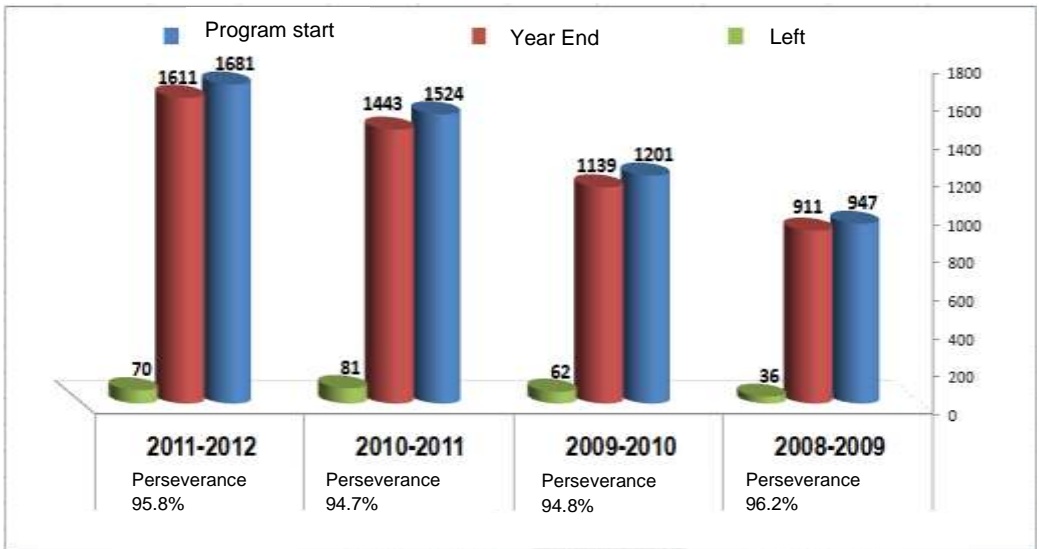
“Ometz” = a matriculation track based on individual work with students

“Etgar” = partial matriculation track

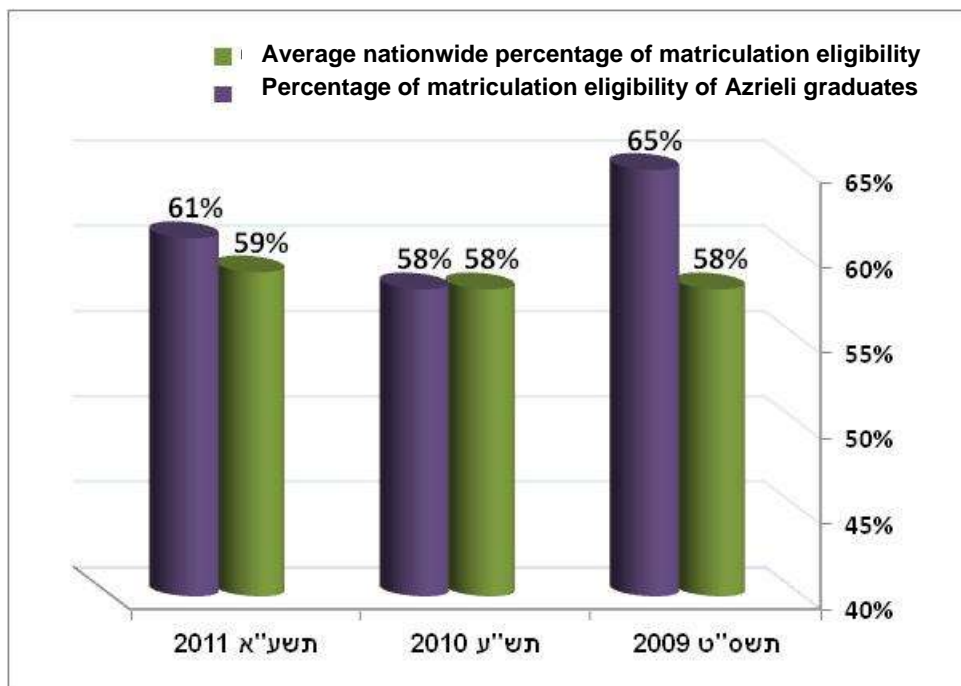
## *Student Perseverance Rates in the Program 2008-2012*

An average of 95% of students persevere in the Azrieli Institute Program, which means that there is a very low dropout rate.

About 30% of those who leave the Program succeed on their own and progress to a higher rating at school.



## The Percentage of Eligibility for Matriculation among Azrieli Graduates



The students that enter the Azrieli Institute for Educational Empowerment Program, are at a very low achievement threshold to begin with. The Institute supports the students until the end of the ninth grade.

At the beginning of the tenth grade, the student is at a starting point that allows him or her to enter good study tracks and with a level of preparedness towards matriculation exams.



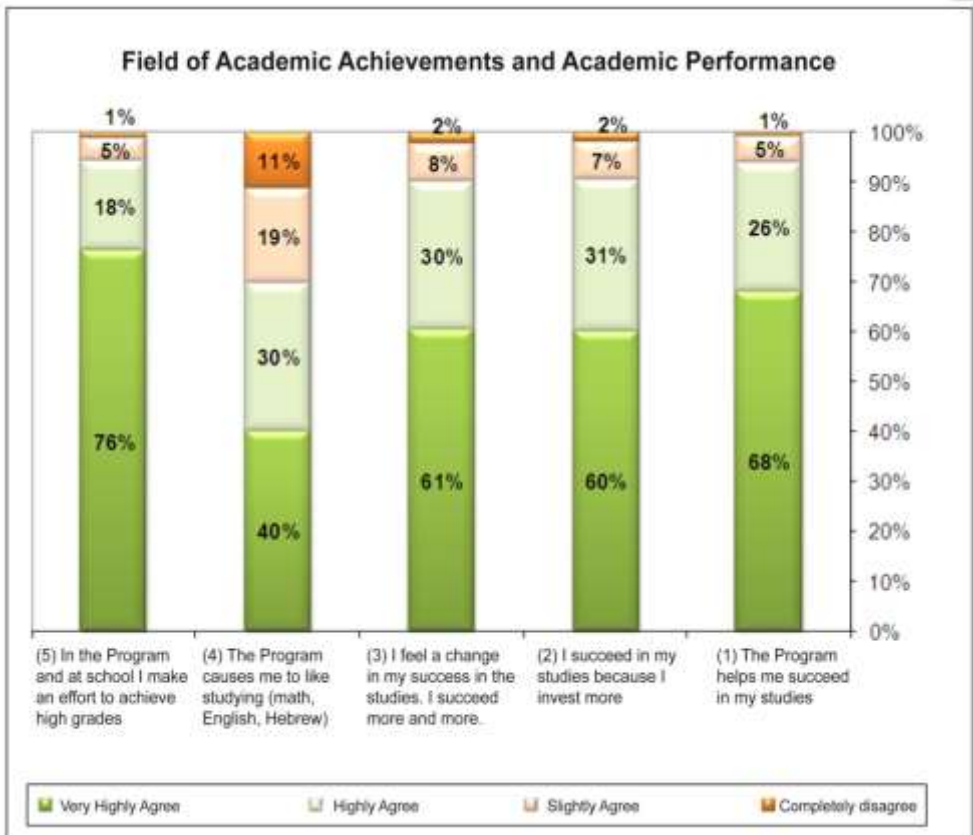


**Average results of  
student and parent  
feedback  
for the years 2006-2012**

# *The Area of Academic Achievement and Academic Performance*

## **Students' Answers**

A five-year follow up on the feedback given by students and parents in the field of **Academic Achievement**

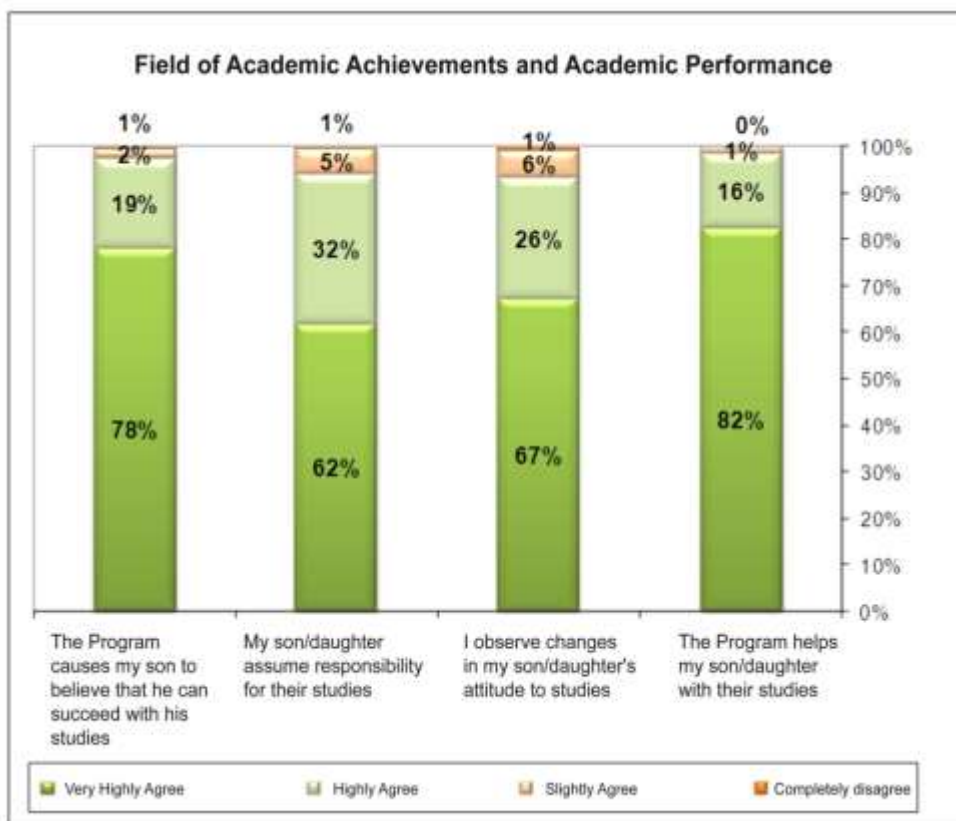


## **Student Feedback**

A clear tendency is apparent from the students' answers: Many students recognize that the Program helps them succeed in their studies, and through it they make an effort to achieve high grades. Question 4 represents the level of students' difficulty in learning to enjoy and study mathematics or Hebrew.

## *The Area of Academic Achievements and Academic Performance*

### **Parents' Answers**



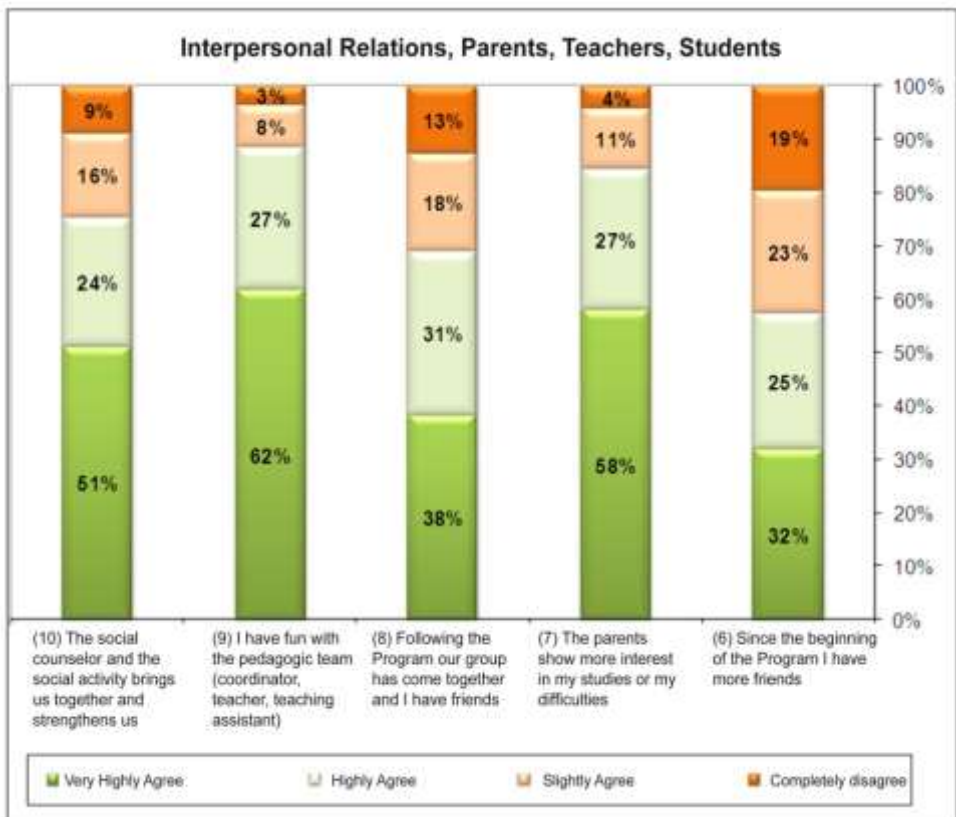
## **Parent Feedback**

When placed next to the students' questionnaire, it is possible to see a similar trend in the parents' answers, with an ever higher level of satisfaction than those expressed by the students.

## The Interpersonal Relations Parents, Teachers, Students

### Students' Answers

A follow up on the data in feedback given over five years in the **field of interpersonal relations**.

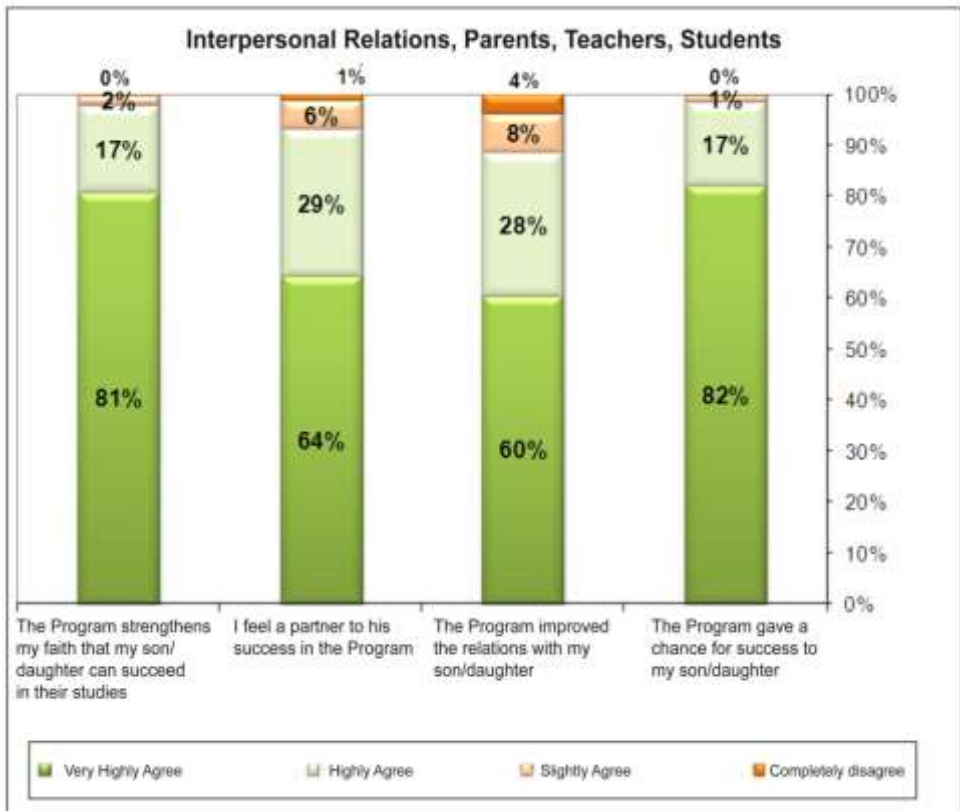


## Student Feedback

An identical tendency is apparent from the students' answers. Questions 6 and 7 represent the difficulty in creating social connections. The data reflects the students' age group, and the long term processes of activity in the social field.

# *Interpersonal Relations Parents, Teachers, Students*

## **Parents' Answers**



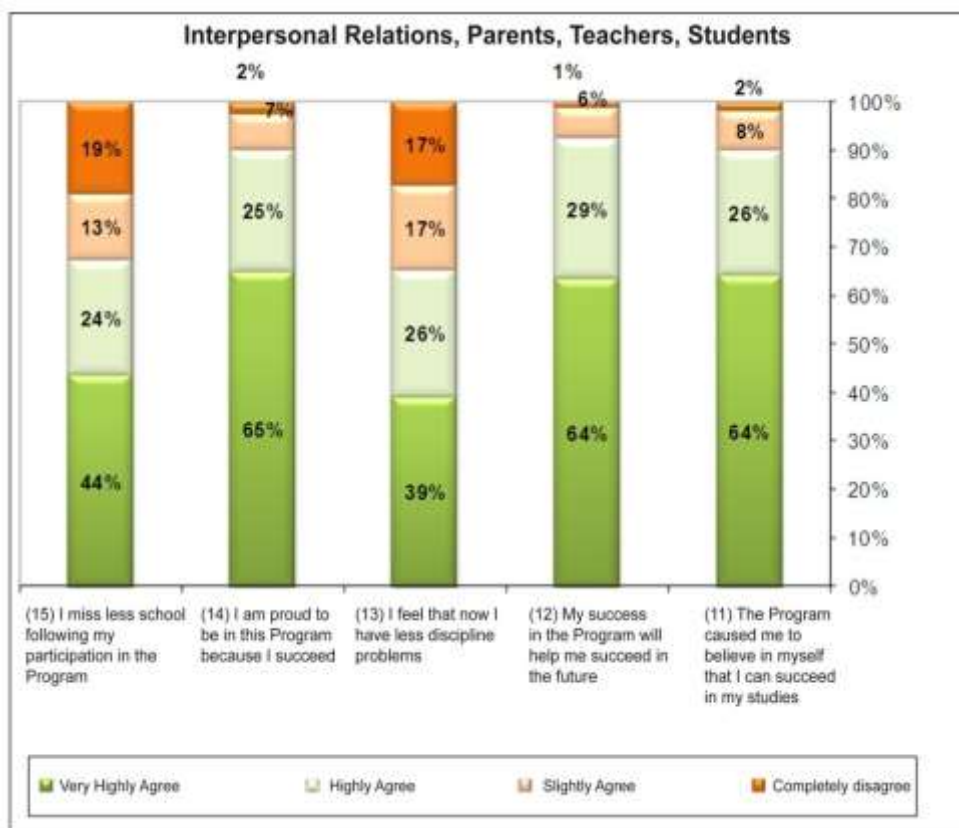
## **Parent Feedback**

Here too, the parents state their high satisfaction. For example: the Program strengthened the relationship with my son/daughter, or the Program strengthens the faith that my son/daughter can succeed.

## *Field of Personal Relations, Self-Image, and Capability*

### **Students' Answers**

Follow up on feedback results over five years in the **Field of Personal Relations, Self-Image and Capability**



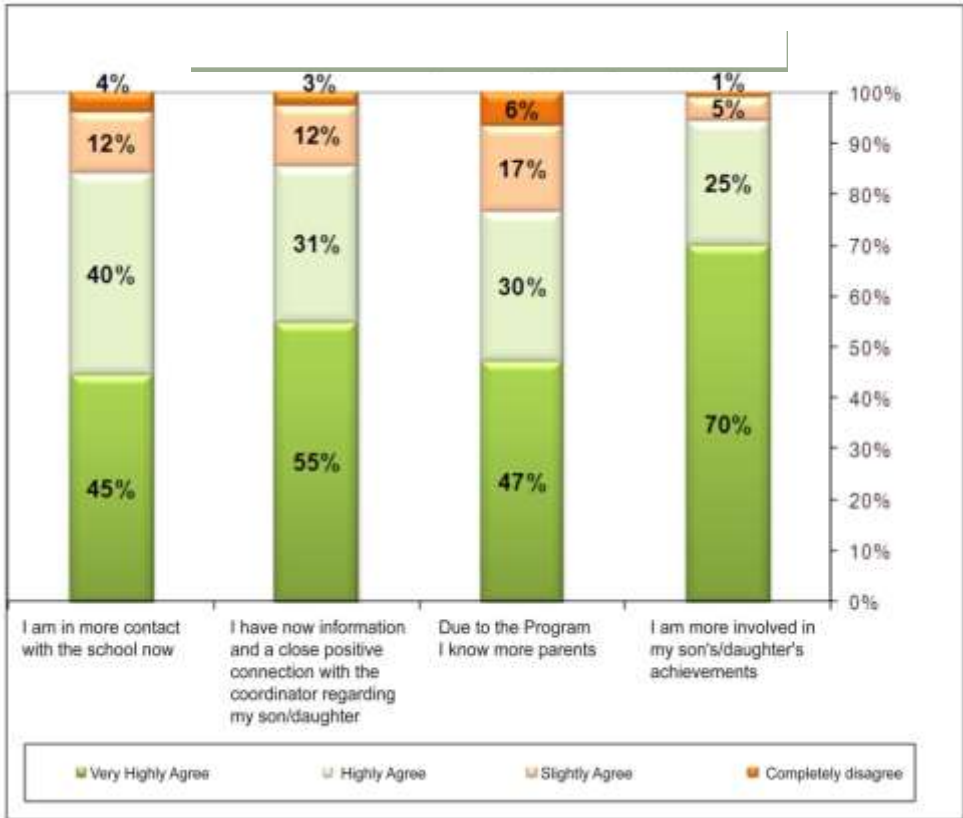
## **Students' Feedback**

We can identify a clear tendency in the students' answers regarding their faith in their ability to succeed.

Questions 13 and 15 represent the problems of discipline and absence from school and truly reflect the processes.

In the rest of the questions, which pertain to self-image, the students express high satisfaction and faith in their capability.

***The field of Personal Relations, Self Image, Capability***  
**Parents Answers**

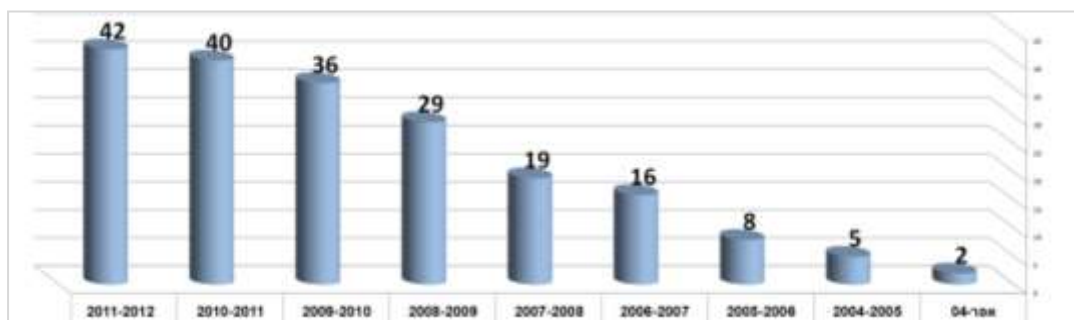


**Parent Feedback**

The parents now feel a tighter connection with students and a connection with the school.

# Scope of Activity in the Parent Workshops 2005-2012

- **197 parent workshops took place** between 2005 and 2012.
- We had an average attendance of 14 to 17 parents at each of the 10 consecutive parents' meetings.
- Over nine years, some 3,000 parents in total participated in the workshops.
- The parent workshops were led by parent counselors, who helped parents conduct quality dialogue with their child. Discussions were also held on how parents could encourage their children and fairly impose their authority. The counselors also provided the parents with tools to help them deal with adolescent youth as well as methods of working vis-à-vis their child's school.

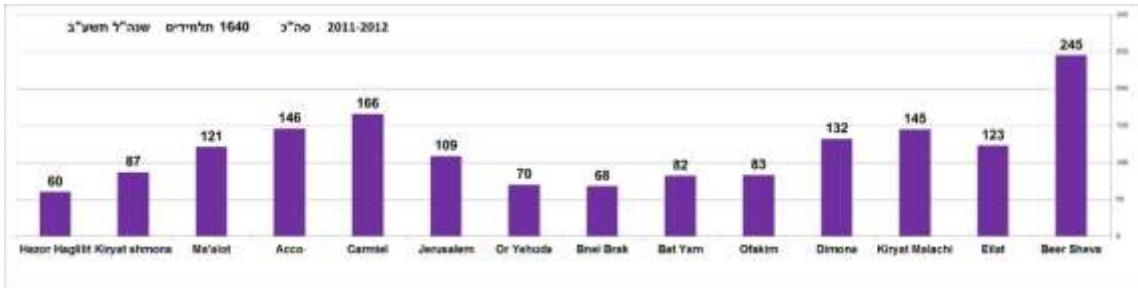




**Summary of Azrieli  
Institute Activity  
2012**

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## Scope of Activity at the End of the 2011-2012 School Year

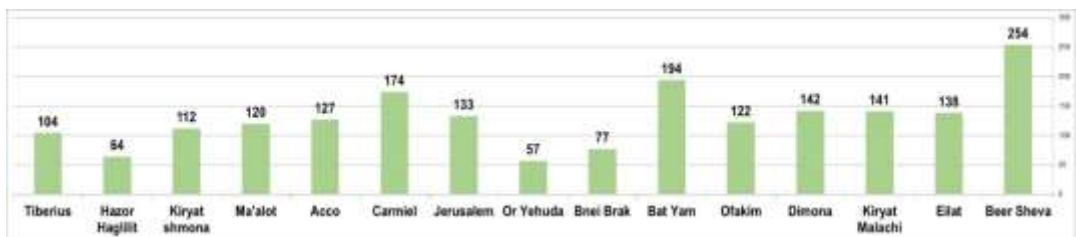


## Scope of Activity Q2, School Year 2013

There are 2,120 students from the 7<sup>th</sup> to 9<sup>th</sup> grades participating in the Program

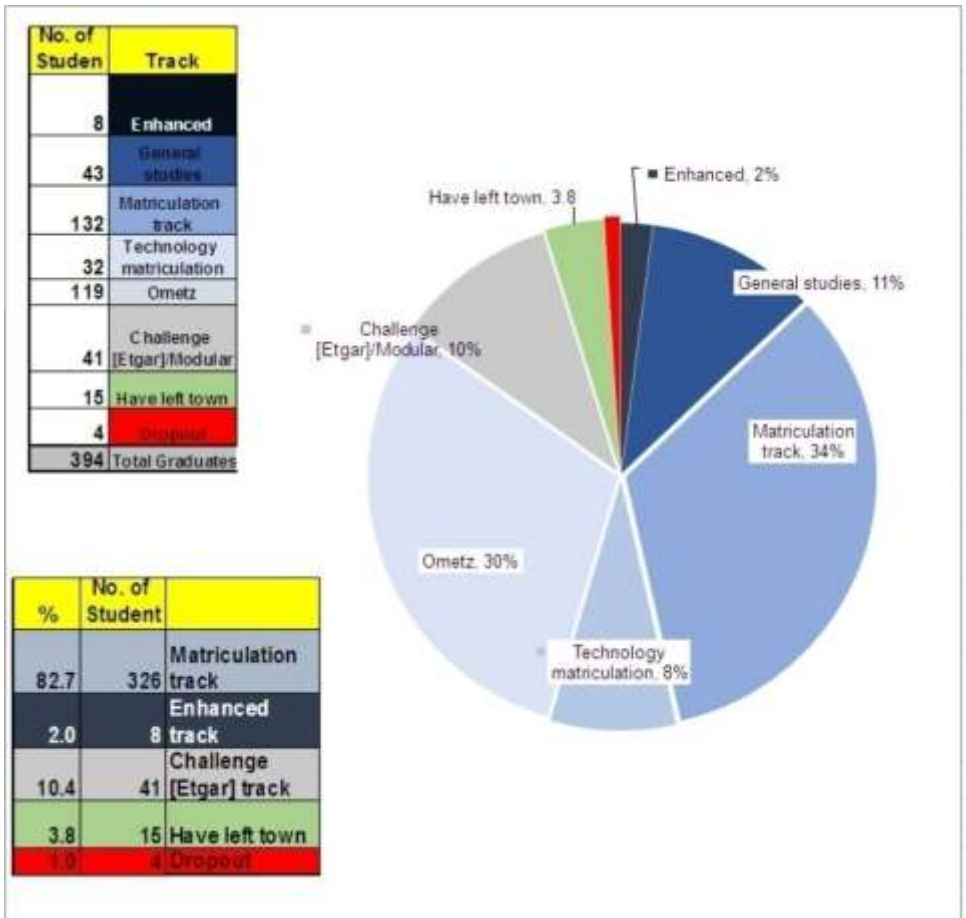
There are 281 Azrieli graduates, now in the 10<sup>th</sup> grade, and participating in the graduate support Program.

The Azrieli Educational Empowerment Institute thus has a student body of 2,401.



## Graduate Tracks, 2012

394 Azrieli Institute graduates who completed the ninth grade in 2012, were classified into tracks according to the following data:

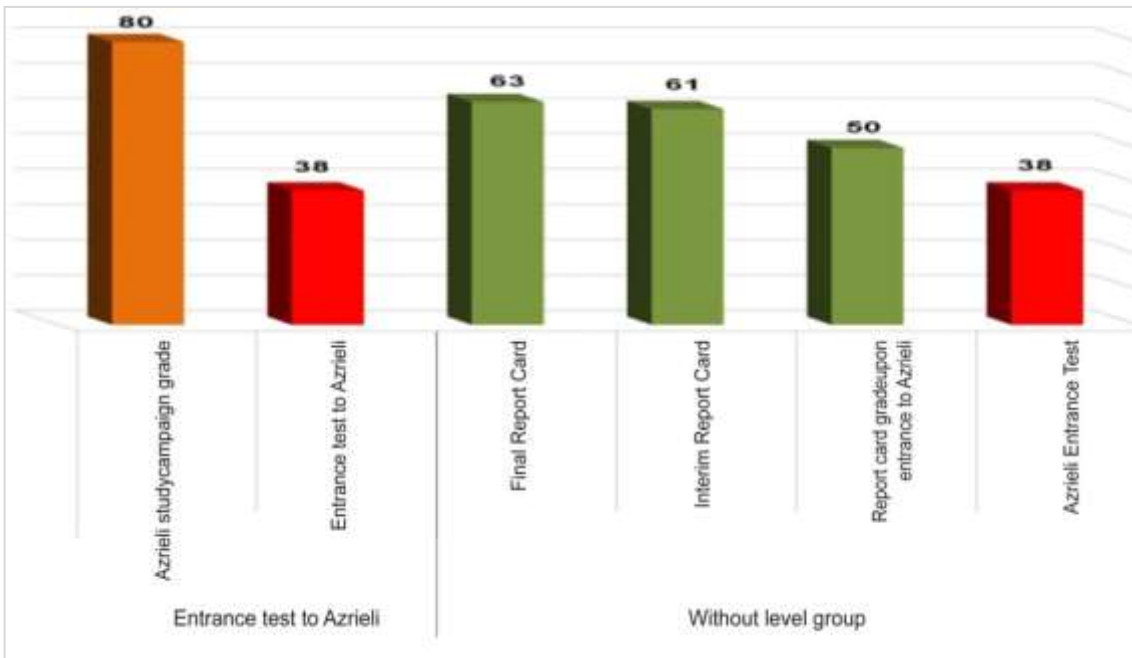


# Academic Achievements – 2012 National Data

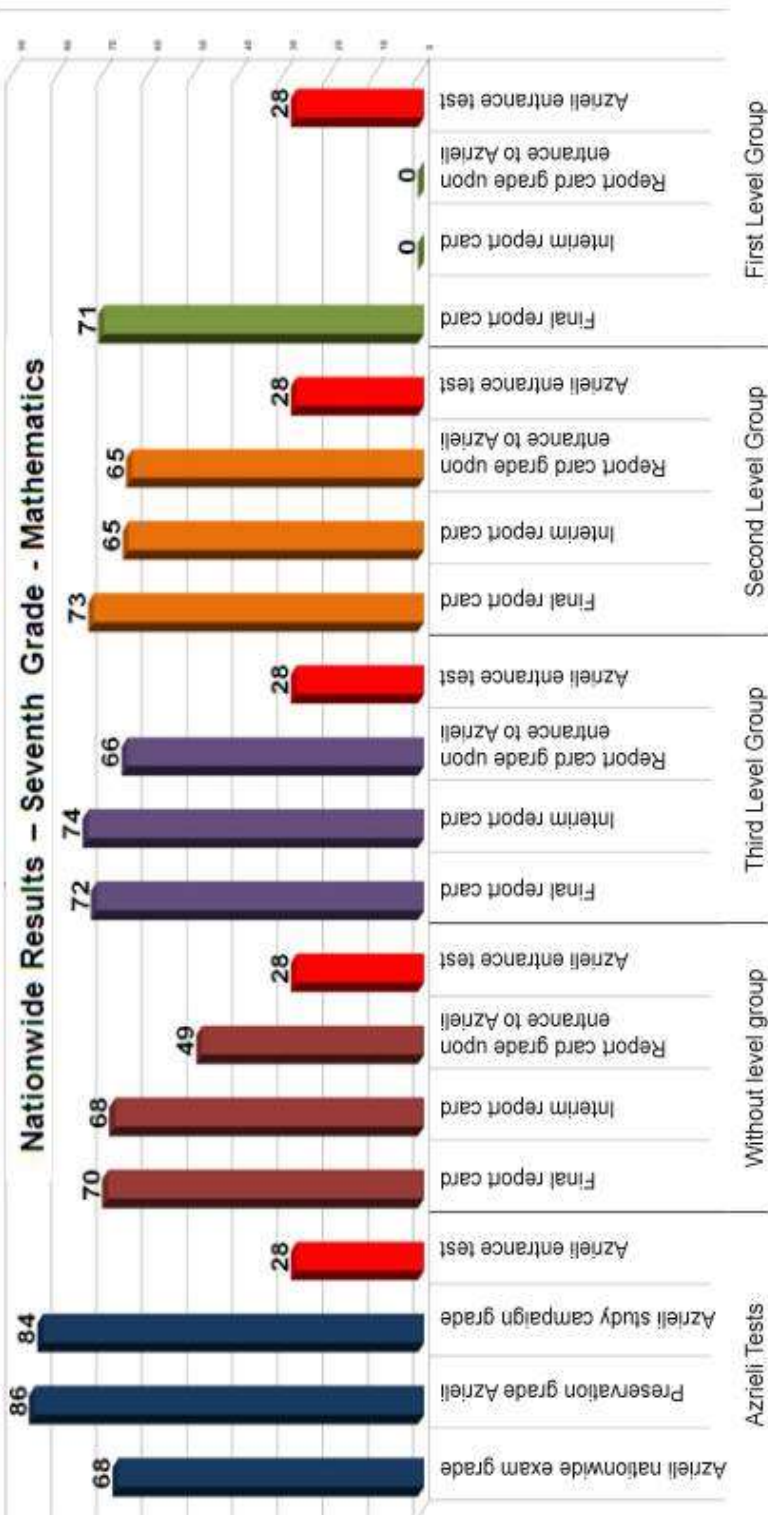
## 7<sup>th</sup> Grade

In general, Azrieli Empowerment 7<sup>th</sup> grade students achieved 10-20 more points in their report card grades soon after entering the Program. A good many also were sent up to higher level study groups within the school system.

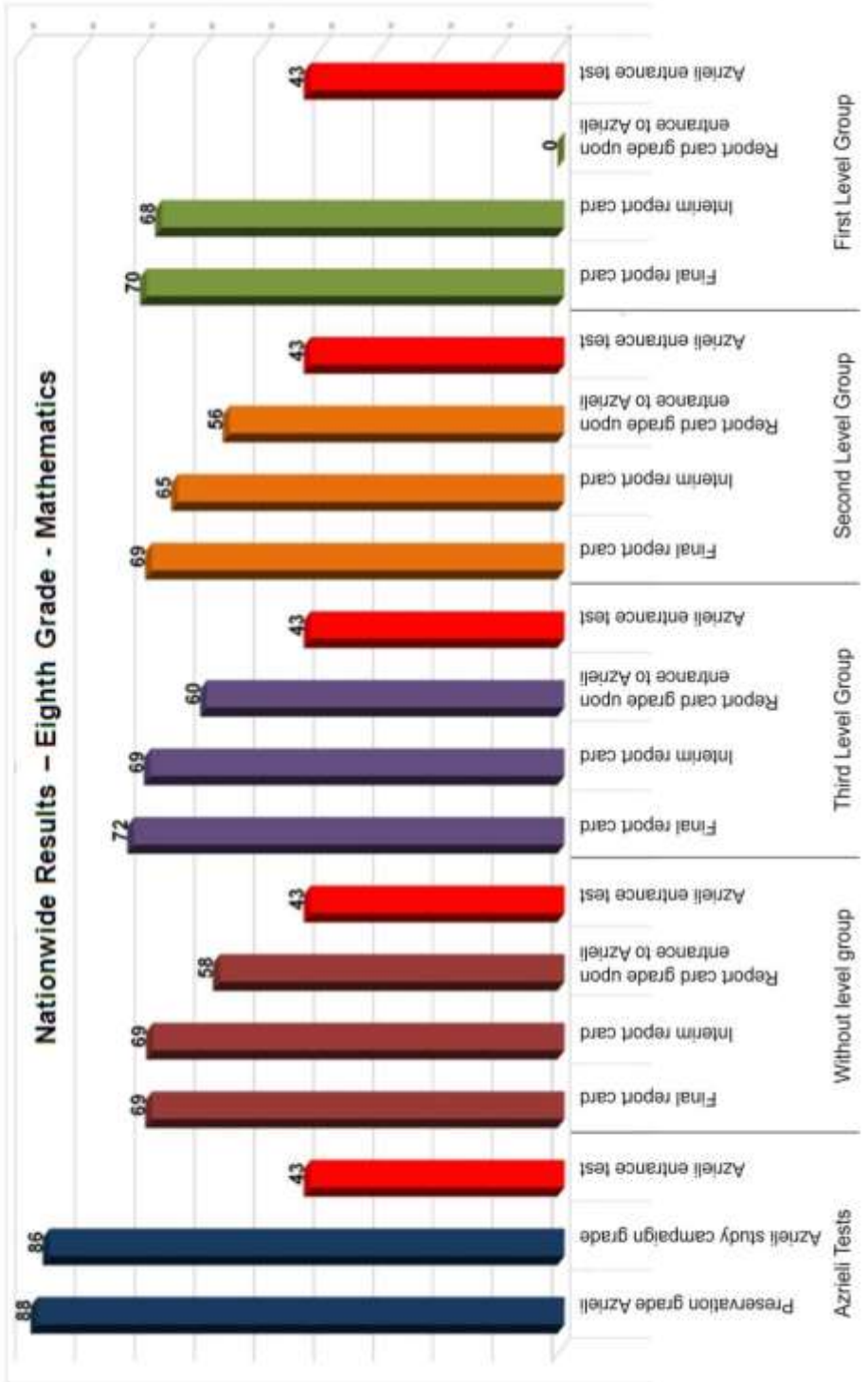
### Hebrew, 7<sup>th</sup> Grade



# Mathematics Seventh Grade



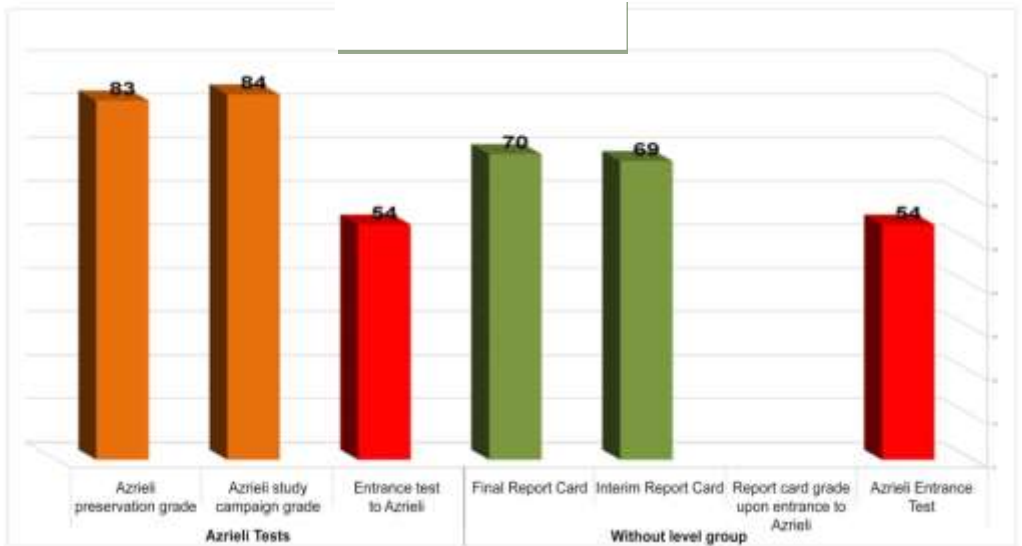
# Mathematics Eighth Grade



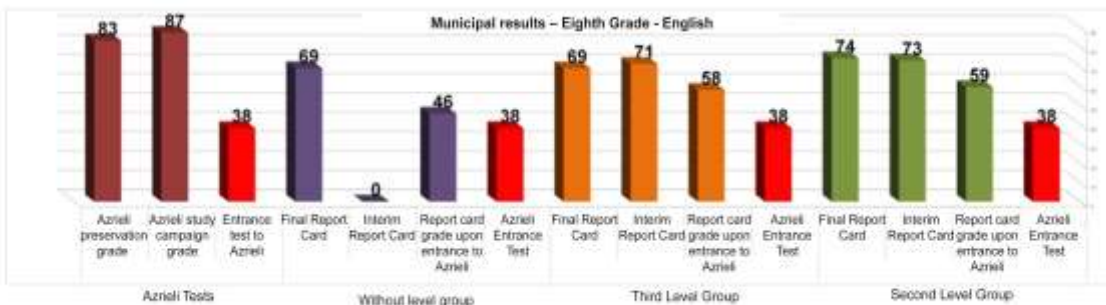
# Academic Achievements – National Data 2012

## 8<sup>th</sup> Grade

### Hebrew, 8<sup>th</sup> Grade



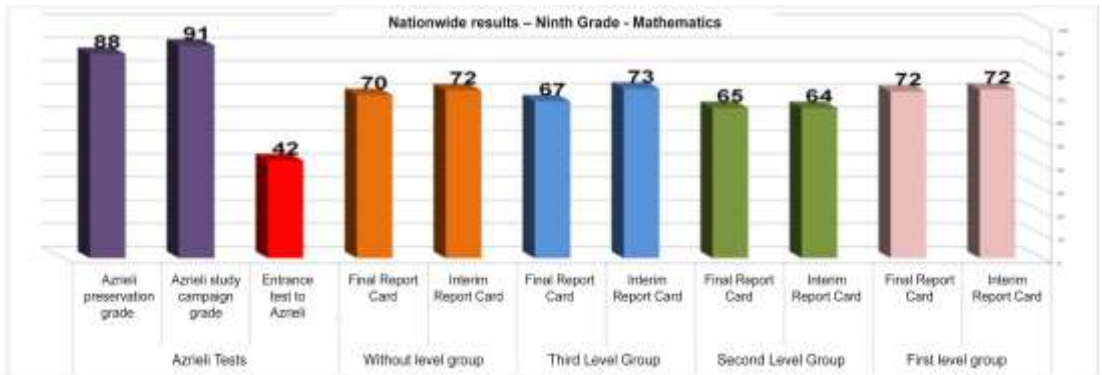
### English, 8<sup>th</sup> Grade



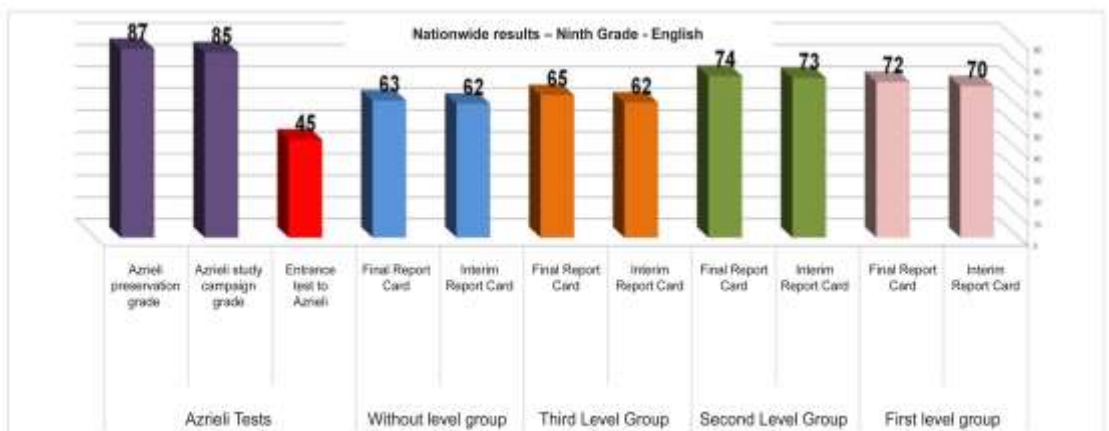
# Academic Achievements – National Data 2012

## 9<sup>th</sup> Grade

### Mathematics, 9<sup>th</sup> Grade



### English, 9<sup>th</sup> Grade





***Summary of  
Parents' Activity -  
Azrieli Institute  
2012***

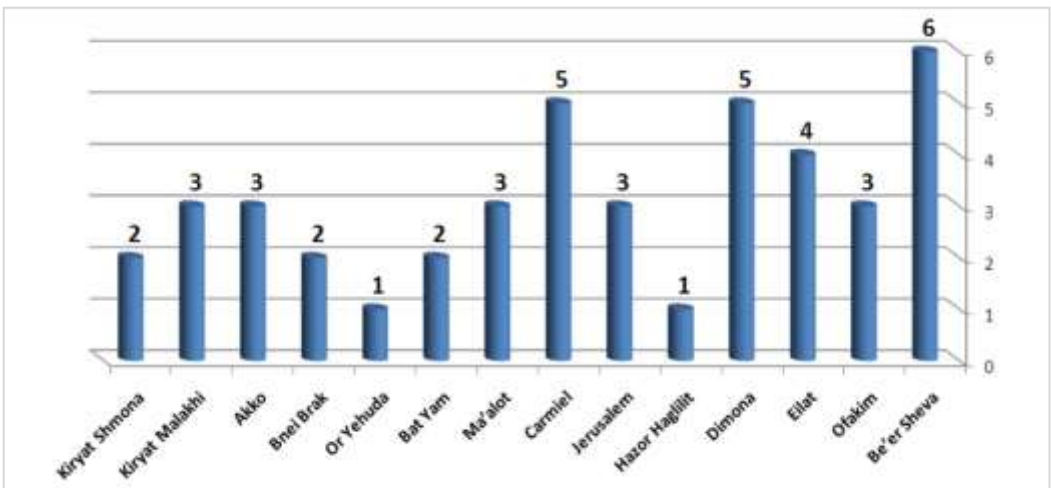


A combined parent and student activity

# Parents' Workshops 2012

The statistics for 2012 parent workshops are as follows:

- 43 parent groups were active throughout the country.
- Each parent group had an average of 15 participants.
- Workshops took place over 10 consecutive weekly meetings.
- A total of 650 parents participated in the workshops.



The graph shows the number of parent groups active in each city, giving a total of 43 groups.

# Parents' Workshops 2012

## A: Parent Workshops

The Institute's Program incorporates workshops for parents.

### Stage A:

In parallel with the start of work with a new student group, 10 meetings are held with their parents.

The meetings are held consecutively, once a week.

### Stage B:

Veteran groups conduct a parent workshop once a month, with a total of 5 meetings per group.

## B: Empowerment Meetings:

Throughout the year, parents and students met with teaching and counseling teams for joint social activities of parents and children.

They also met for empowerment meetings at the start and end of the Program, to discuss students' achievements, progress etc.

Parents had an average of three such meetings per year.


Parents' attendance at empowerment meetings is very high - almost 90%.

Parents who do not attend an empowerment meeting are invited in for a personal conversation with the coordinator.

## C: Parents' feedback:

The parents provide feedback relating to the Program. Almost all of the parents, 85%-92% of them, see the changes in the children and are very happy about their child's participation in the Program.



Subjects	Further detail
<p>Introductions Overview of the parent's role</p>	<p>An introductory session to discuss the participants' experience of parenting, from the dual perspective of being parents and having themselves been children. A look at who needs parent workshops. A look at social, familial and personal needs and how they are to be addressed in the workshops. Preparing the ground for the entire series of meetings.</p>
<p>Parental leadership</p>	<p>Parental leadership – the parental role, responsibility and fulfillment of one's "ego". How can we as parents increase our influence and become leaders in our family? What are our expectations of our children?</p> 
<p>The parent workshop and my child</p>	<p>The link between attending the workshop and my child's success. Sharing and consulting with the child/adolescent and how important this is to self-image and heightened self-confidence. Sharing and consulting – their importance to self-image and boosting self-confidence in the child/adolescent.</p>
<p>Encouragement as a factor for personal growth and raising self image</p>	<p>Encouragement – encouragement is an art. We all need encouragement at every stage of our lives. A word – and an appropriate one—at the right moment, and in the right tone. The difference between encouragement and advice. How do we encourage? What should we refer to in encouragement? Strengths, powers and possibilities. Encouragement strengthens a child's/adolescent's faith in their own abilities.</p>
<p>The family system</p>	<p>The family system and the atmosphere within the family as factors influencing personality development. Awareness of the family system as being more than about chronological age, but a place in which the child chooses to be, and the parent sets limits.</p>
<p>Age characteristics</p>	<p>The "gift of youth" – different characteristics of youth. The need for separation and building of self. Common mistakes regarding youth. The adolescent and the parent. Providing tools to help create dialogue with adolescents.</p>
<p>Listening</p>	<p>In parenting – how listening contributes to the development of the ego of an adolescent vs. educating through restraint or punishment vs. overprotection, spoiling.</p>
<p>Rules and boundaries and their significance</p>	<p>Rules and boundaries – what is the difference between rules and boundaries? How do you set a boundary?</p>
<p>Natural and logical results-the difference between result and punishment</p>	<p>Natural result and logical result, the difference between a result and a punishment; "choice within boundaries" – educating/upbringing so that the adolescent learns to assume responsibility.</p>
<p>Summary</p>	<p>Summary of the activity – my "toolbox".</p>

**Summary of  
Social Activity,  
Azrieli Institute,  
2012**



# The Pedagogic Approach to the Social Arena at the Azrieli Institute

The student's initiation process at the Program starts with:

A "**Formative Journey**" in which the individual student and the group engage in the various aspects of the formation of each student's **personality and identity**.

At the next stage, **nurturing of the students' social and personal skills** is intensified through group workshops, personal conversations, and sports activity.

Later on in the process, the student embarks on a "**Familial Journey**" where the goal is to create the right space in which an experiential connection can be made between the child, other family members, and the parents.

Towards the end of the Program, the students go on a "**Community Journey**". This journey represents the transition from the personal and group-family circle towards more extensive social circles.

At the end of this journey, the students create a **social venture**, which they operate in their immediate environment.

It is important to state that the students who participate in the Program come from a low socio-economic sector, and very few of them participate in any type of social activity at their schools. Following the Program, they become central partners in running their school's social program.



# National Azrieli Day, 2012

On June 4, 2012 a festive day took place, the National Azrieli Day, aptly named: "As High as You Can Go"

Students from across the country participated in the day's activities.

We hosted students from Eilat, Dimona, Be'er Sheva, Ofakim, Kiryat Mala'achi, Jerusalem, Or Yehuda, Bat Yam, Bnei Brak, Carmiel, Akko, Ma'alot, Hatzor and Kiryat Shmona.



The Azrieli Institute Program started off in Be'er Sheva with a group of 50 students in one year, and eight years later it included 1750 students in one year.

The Program, which was founded on the basis of Mr. David Azrieli's vision, and established by Danna Azrieli, constitutes the lifework of David Azrieli and his family.

**The day began as student groups began arriving from the different cities. Each group wore a different color and together they created a spectacularly colorful entrance.**



After group photographs, the students set off on a fun day on the amusement park rides at Tel Aviv's "Luna Park". It was wonderful to see the sheer joy on the students' faces. Next, lunch was served and ice lollies distributed.

Towards 3pm the students convened for the Azrieli Day ceremony, with the Azrieli song in the background: "... wherever I go, I will climb to the top and breathe in the mountain air..."

**Danna Azrieli the chairman of the Foundation and Vice Chairman of Azrieli Group,** made the first speech, expressing her excitement about the day. She was of course wearing the Azrieli Day t-shirt with its imprint of "With Azrieli you will go far". She said, "it is a great privilege to be part of the vision for empowering the future generation. Your success is our success".

Tair Sadeh, one of the **Program's graduates,** went on stage and sang the Azrieli song.

Meir Avitan, on behalf of the managers, students and parents, then thanked the Azrieli Family, Mr. David Azrieli, and Danna Azrieli for founding and financing the Program.



He noted that according to the Program's principles, everyone can do more for themselves, their families, and their communities.

Meir thanked the Foundation's CEO Iris, its managers and activity team leaders, the school principals and ultimately, the leaders in the field – the Program coordinators throughout the country.

**Program graduates from Kiryat Mala'achi** awarded the key to success to the seventh grade students.



Next, Sher, a student from the Zinman school in Dimona, Nadir and Amram from the Ahva school in Dimona, Tair from the Rabin school in Be'er Sheva and Daniel, a teaching assistant from Dimona, took to the stage to lead the singing of the entire study body.





During the ceremony, **students from the various schools in Dimona** joined the Ahva School students on stage for different dance segments.

**Towards the end of the event, students read out the Program's coordinators names, and launched balloons bearing the name of each, in acknowledgment of the coordinators' contribution.**

The singer Moshe Peretz, who kindly agreed to appear pro bono, closed the program. In so doing, he fulfilled a dream for many of us and every moment with him was a great joy. He started with an impressive and sweeping performance and in conclusion told the students to continue dreaming and never give up.

**And thus an enjoyable and successful day reached its end, with buses heading off in every direction. For some it would prove a very long day: the Kiryat Shmona students would only reach home at 9pm, whereas our Eilat students wouldn't reach home before 10:30pm.**



**We extend our appreciation and acknowledgement to the Program management, the coordinators, and the pedagogic team spread throughout the country, who are driven by the faith that every student is an entire universe.**



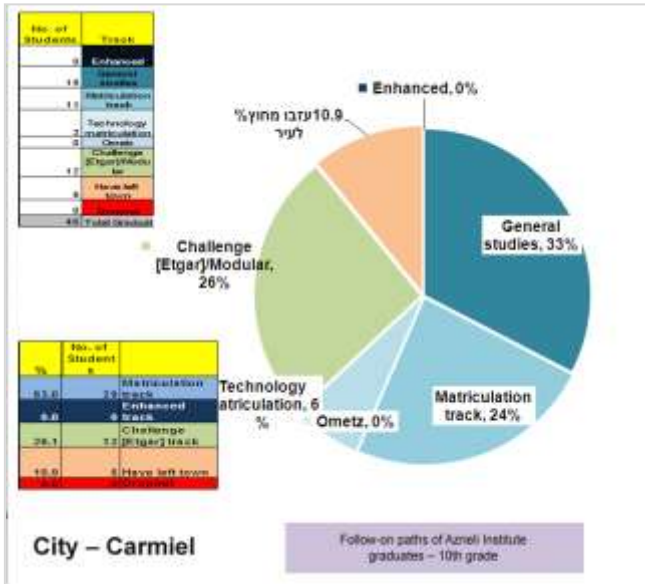
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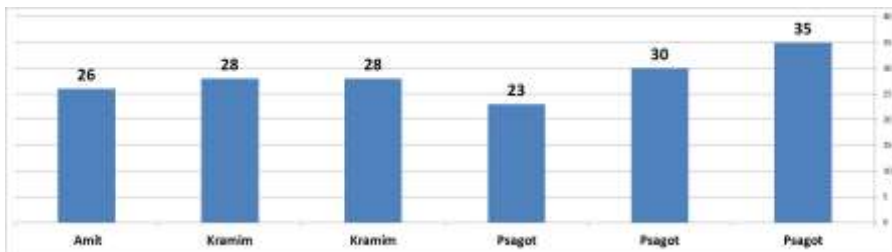
# Carmiel

## Graduate Tracks and Scope of Activity 2012

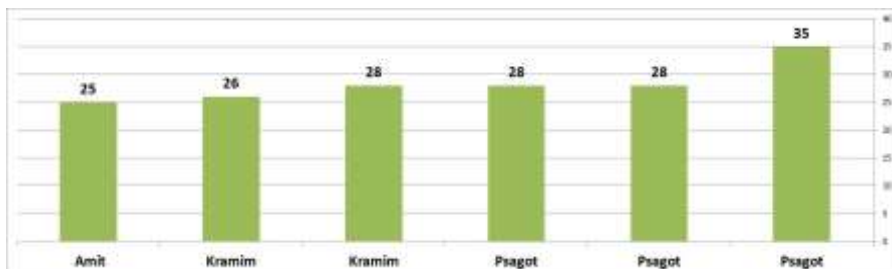
### Graduate Tracks 2012



### Scope of Activity 2012 - 166 Students



### Scope of Activity 2013 - 172 Students



# Carmiel

## Summary of Social Activity, 2012

### AMIT School

**Team-Building Trip** – included outdoor training (ODT) activities; the students also cooked in the field. We concluded the team-building trip with an empowerment evening with the parents.



**Social Process** – included 10 meetings and a concluding meeting and parent-student evening. The group is a new one and therefore most of the activities were about team building, especially developing trust among the group members, and respectful communication.

**Joint Activities for Parents and Children** – took place after the team-building trip. The students' representatives spoke of their experiences and of their expectations of the project and the group. Parents of students who had graduated from the Program shared something of their experiences in workshops they had attended and described the change in their graduate son/daughter.



**Finale Evening** – included a flower arranging activity. Each student made a bouquet together with their parents under the guidance of a professional team. Later the parents met in a workshop in which both parents and children concluded the

year together through the medium of a deck of cards. One of the parents said: **“The program is like a lifeline, I felt that I was being saved from a never-ending circle of anger and frustration and that I can help: I now have the tools”.**

### ORT Kramim School

**Team-Building Trip**– included extreme sports and off-road navigation. The students worked in groups and were given various tasks to carry out. At the end of the team- building trip, they were taken back to the school, where their parents were waiting to meet them.





**Social Initiative**– the students initiated **fundraising** and also collected food products by themselves and made Purim baskets for the holiday of Purim – as an initiative of giving to the community.

**Parents and Students Evening** – was hosted by a parent-workshop leader and attended by the school staff. The students and parents together selected cards that symbolized the process that they undergone during the year and shared their experiences with the

group. One of the parents chose an image of a ladder and said: **“At the beginning of the year my son was at the bottom of the ladder and after the success in the program and the tools of the workshop he feels almost at the top of the ladder. There are still goals to which to aspire, but these can be achieved from the top!”**

## Psagot Carmiel School

**7<sup>th</sup> Grade - Team-Building Trip** – started with an ODT activity at the children’s village in Carmiel. In addition, the students cooked a festive dinner in the field. We finished the team-building trip with an empowerment evening with the parents.



### Joint Activities

**for Parents and Children** – after the team-building trip, the students’ representatives spoke of their experiences and their expectations of the project and the group. Parents of students who had graduated from the program shared their

experiences from workshops they had attended and described the change they had seen in their graduate son/daughter.

The concluding parent workshop included an evening in which the students composed a song about the Program and prepared a show **for the National Azrieli day**. They performed for their parents and read out greetings to the staff and the parents.



**8<sup>th</sup> Grade – Team Building Trip** – took place in the town’s Koby Forest. The meeting included navigation tasks and cooking in the field. At the end of meeting the students, the students returned to their school where their parents awaited them.



**Finale Project** – under the guidance of the team coordinator, Avi Sagi, and the social coordinator, the **students built camping facilities at the children’s village:**

hammocks for sitting in, a table, a traditional oven and a stove for cooking in the field. The facilities serve all of the groups that visit the children’s village as well as the staff. At the end of the building process, a parent-student evening was held at the site.

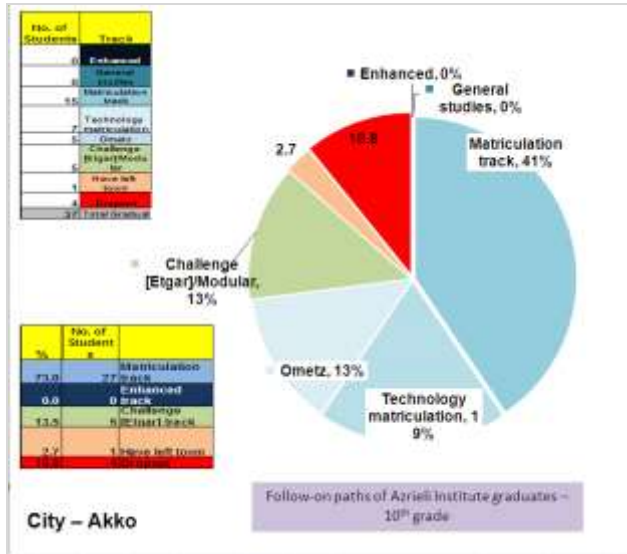
**9<sup>th</sup> Grade – Team-Building Trip** – this is an ongoing group and therefore the year started with a team-building trip with slightly different emphases, in which the students took responsibility for manning and operating the stations en route.



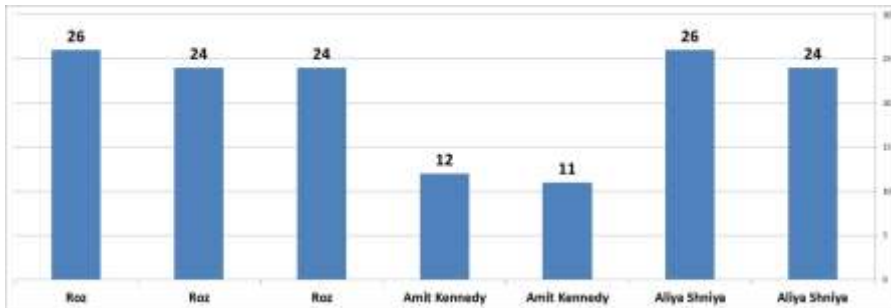
We later dealt with the issue of trust in the group and familiarization. Every student had a personal video interview in which they spoke about themselves and their feelings in the group. Each social meeting included the production and screening of a short film. The students planned the story and the shooting.

**Final Project** – the students broke ground for a hiking trail leading to the children’s village. This year, the children maintained and cultivated the path, including information points along it. The graduates of this group guided the younger students in the program about information and observation points.

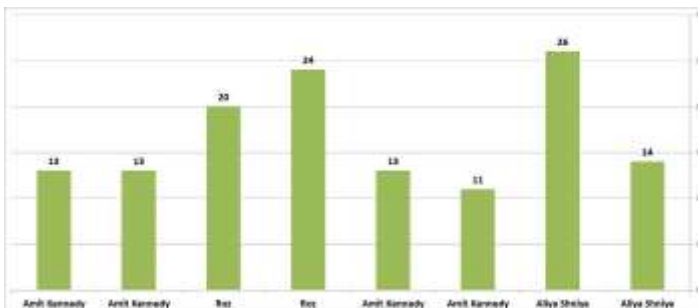
### Graduate Tracks, 2012



### Scope of Activity 2012 - 147 Students



### Scope of Activity 2013 - 134 Students



# Akko

## Summary of Social Activity 2012

### “Second Aliya” School

**7<sup>th</sup> Grade - Team-Building Trip** – took place in the school courtyard and included tasks and activity with colors. The team-building trip was held during the Passover vacation, which is when the students began working as a group. Following on from the team-building trip, four social meetings took place through to the end of the school year. The meetings consisted mainly of introduction and team-building games, with the aim of creating an atmosphere of



friendship and intimacy between the children in the group. The trip to the amusement park was a significant highpoint in the team-building process, and the children had a very good time.



**Parents' Workshops** – the participants discussed parental authority, setting boundaries, and types of punishment. The instructor brought real-life stories and led discussions. The parents were very satisfied and co-operative. They were strengthened by the workshop and came away with new ways

of dealing with social situations.

**8<sup>th</sup> Grade - Joint Activities for Parents and Children** – to end the year's program, a joint activity for parents and children was conducted under the guidance of Ami Eldratz. Ami led the parents and children through a process of intellectual and emotional confrontation and taught them how they make decisions – whether through emotions or through the mind. The parents and children enjoyed watching one another confronting a shared intellectual challenge, and the common experience of solving a task together was meaningful.





## “Rose” School

**7<sup>th</sup> Grade - Team-Building Trip** – the students started working as a group during Passover. The trip took place in the school grounds and included competitive games between two groups, team-building games requiring a lot of cooperation, and team tasks. The team-building trip was the opening shot for the social activity that would later take place.



**Joint Activities for Parents and Children** – the workshop contributed and provided many tools to a group of parents, whose difficult socio-economic level was tangible: parents who are divorced and uninformed as to how to behave with their children. At the end of the year a joint activity of parents and children took place. The evening was significant and exposed the parents to the meaningful and constructive experiences to which their children were exposed during their activity in the Azrieli program, both academically and socially.

**8<sup>th</sup> Grade - Team-Building Trip** – took place at the beginning of the activity year under the guidance of Sport-Nature instructors. The exercise took place in a grove in the city of Akko and included challenge games and cooking in the field. The children were placed in situations in which they had to cooperate, make concessions for friends, do things for the greater good, and actively express themselves throughout the activity. The children emerged with the feeling that they were no longer being rejected and that place in the group had significance.



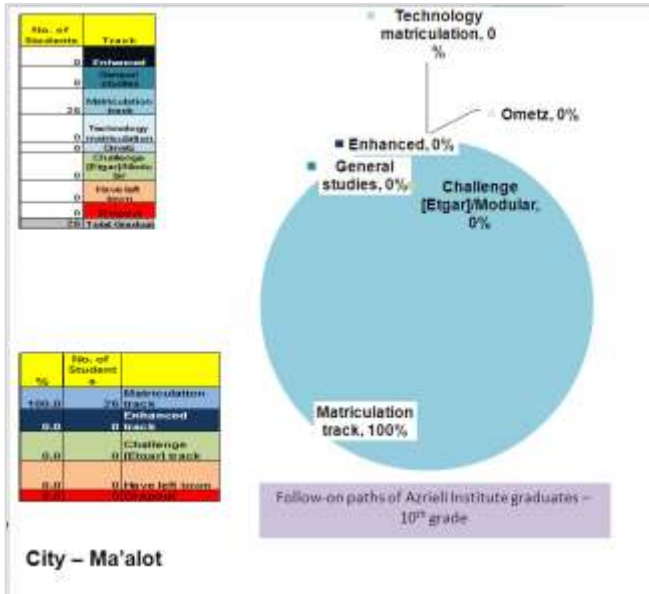
**Social Activity – Producing a Film** – during the activity the children got a little experienced in shooting video by making and watching a short film. For this purpose they were asked to bring issues from their own lives on which they would like to make a film and, in the course of two meetings, discussed the message they wished to communicate to anyone viewing their film. The discussion was fascinating and it was lovely to see how the children feel when the group is a safe place in which personal matters can be presented without fear. At the year-end meeting with the parents, the children screened the film for the parents and told about how it had come about in the group process.



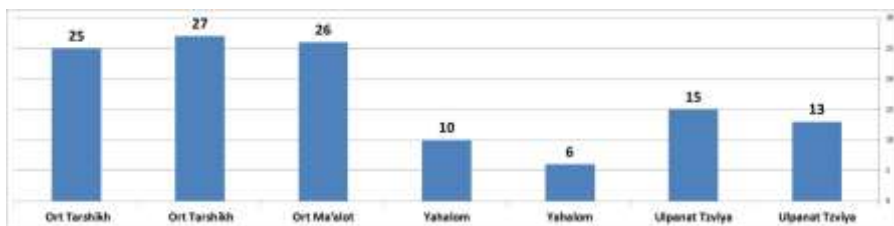
# Ma'alot

## Graduate Tracks and Scope of Activity, 2012

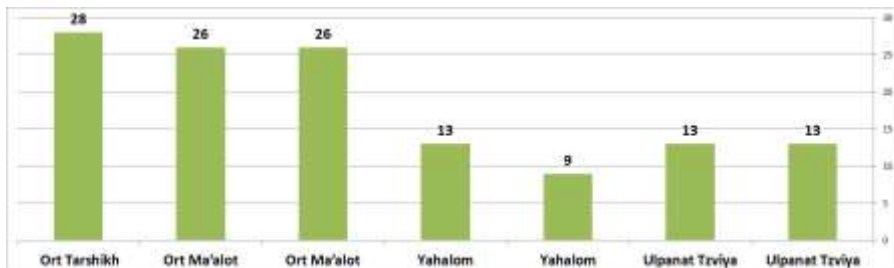
### Graduate Tracks 2012



### Scope of Activity 2012 - 122 Students



### Scope of Activity 2013 - 127 Students



# Ma'alot

## Summary of Social Activity 2012-2013

### ORT Tarshikha School

**9<sup>th</sup> Grade - Team Building Trip** – the group's team building trip took place in the olive park near the school. The activity included challenge games and cooking in the field. The students enjoyed themselves and were cooperative.

Volunteering in the community - the students volunteered at the Social Club for the Aged in Tarshikha and made candle-holders with them for the holiday.

At the end

of the activity each participant told a little about him or herself, and how they mark the holiday.



**8<sup>th</sup> Grade - Team Building Trip** – the group started its activity with a team-building trip that took place in a forest. The trip was guided by *Sporteva* and included ODT games and cooking in the field.

**Joint Activity of Parents and Children** – a workshop led by psychologist Osama Abed was held across the course of the year. The parents reported that they acquired significant tools for improving communication with their children at home and that they were given the opportunity to raise dilemmas that are specific for the Arab sector: different relations with the father and the mother, the role of the grandmother in the family, dealing with various religions at school, and so forth.



**7<sup>th</sup> Grade - Team-Building Trip** – the team building exercise took place in the school's gym. The activity included team-building games that demanded cooperation, thinking together and teamwork, planning, setting aside the ego of the individuals in the team for the common good, and full participation of all group members.

**Social Activity** – in the course of the year the students met with instructors once a week for social activity. The activity included challenging games and activities that built the group into a team that could confidently believe in its ability both as individuals and as a group. At the end of the year an evening for parents and children took place, which included a joint activity, aimed at discovering common areas of interest between each parent and their child, and to bring them closer together.



## Ulpanat Tzviya

**Team-Building Trip** – the group's team-building outing took place in the Mimuna grove in Ma'alot. The activity included ODT games and cooking in the field. The girls enjoyed themselves, cooperated, and a group identity began to form for the activity.

**Social Initiative** – at the end of the year the girls carried out a social initiative: raising funds for a child with a rare disease. They went to central places in Ma'alot and raised donations in order to enable him to undergo treatments that are not included in the

health basket. In addition, the girls showed initiative and took the donation books so as to extend their fundraising beyond Azrieli's social initiative. The girls prepared signs and went fundraising, while explaining the nature of the donation and its recipient, thereby allowing people to donate according to their means.





**7<sup>th</sup> and 8<sup>th</sup> Grade - Team-Building Trip** – the trip started at the JNF Park in Ma'alot under the guidance of *Sporteva* instructors. The exercise included challenging activity that required group cooperation, planning, strategic thinking, concessions and team work and cooking in the field.

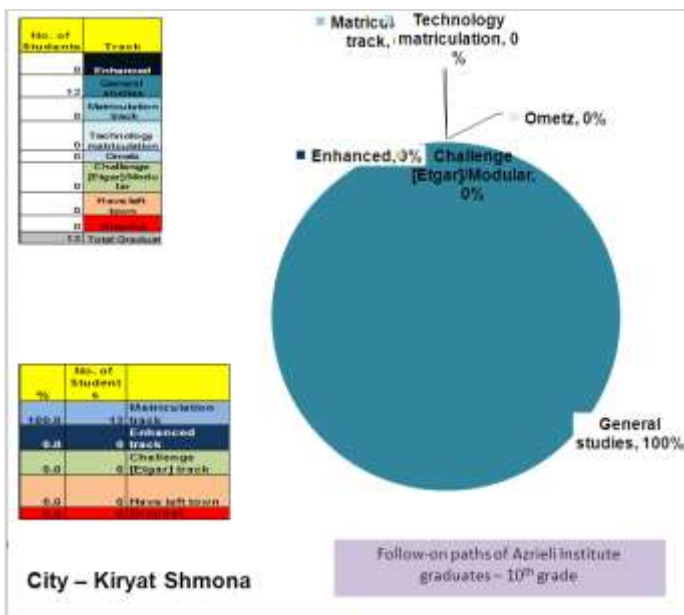


**Social Initiative** – volunteering at the recreation center in town and joint activity on the subject of road traffic safety. The children of the two recreation centers visited the school and the Azrieli children prepared activities in stations for them on the subject of road safety.

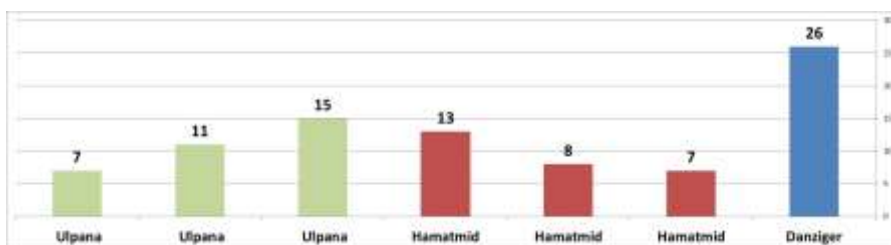
# Kiryat Shmona

## Graduate Tracks and Scope of Activity 2012

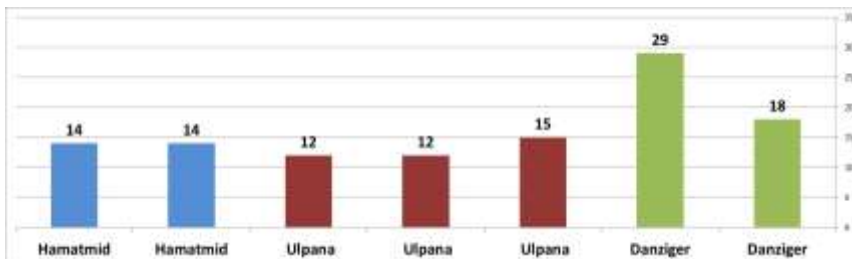
### Graduates Tracks 2012



### Scope of Activity 2012 - 87 Students



### Scope of Activity 2013 - 112 Students



# Kiryat Shmona

## Summary of Social Activity, 2012-2013

### Danziger School



**Team-Building Trip** – started with a school activity in which students had to reach Park Hazahav, using navigation, going through obstacle and stretcher courses and other ODT activities. At the end of all the other activities, the children cooked in the field.

**Social Activity** – the first stage concerned team building in the group and gave personal attention to each student, as they worked together in small groups. At the end of the process the students organized a **celebratory party** at a **bowling alley** in town. The activity also included an empowerment meeting with the students' parents.

### Hamatmid School

**7<sup>th</sup> Grade - Team-Building Trip** – the students and instructors met at the school and from there went on a treasure hunt to the JNF grove, where they had a team-building exercise that included ODT activities and culminated with cooking in the field. Later they met with their parents at school for the project's opening empowerment evening. During the evening, the parents met with an instructor who led activities for them and gave them tools for coping with situations.



**8<sup>th</sup> and 9<sup>th</sup> Grades – Team-Building Trip** – started with an activity at the school on the subject of team building with an encounter between the children that eventually led to the children meeting up with their parents.

**Social Activity** – the social process included routine weekly ODT. In one of the activities that took place at school, the students gathered in a classroom and answered questions about Passover as part of a group game. To complete the activity, the children prepared Azrieli Team t-shirts.

**Joint Activity with Parents and Children** – in preparation for this activity, the instructors set up an obstacle course. The parents and children were required to go through it with the parent blindfolded and being led by the child. After the first round, they switched places with the child covering their eyes and the parent leading. The goal was to connect the parent and child through a common experiential activity. At the end of the activity, the children and parents were photographed together and prepared a frame for the joint photo.

**Workshop for Parents of 7<sup>th</sup> Grade Students** – guidance meetings were held for the parents of Azrieli children, attended by both experienced and new parents. In the meetings, the parents engaged in understanding the change of perspective of “parental authority” nowadays, while encouraging parents and children to succeed.

## Ulpanit Kiryat Shmona

**7<sup>th</sup> Grade - Team-Building Trip** – the exercise started with introductions and team building among the girls in the group together with the instructor. The entire team-building trip was dedicated to the girls getting acquainted with one another and to their understanding that each of them would be there for the other, should she need help. The exercise included ODT activities in Park Hazahav in Kiryat Shmona.



**Social Process** – the first stage focused on building the group into a team, while giving personal attention to each one of the students. As a reward for the learning process, the students went out bowling and to get a pizza.

**Community Initiative and Volunteering** – the students volunteered in the neglected neighborhood garden and helped cultivate it. They also planted and watered a vegetable garden.

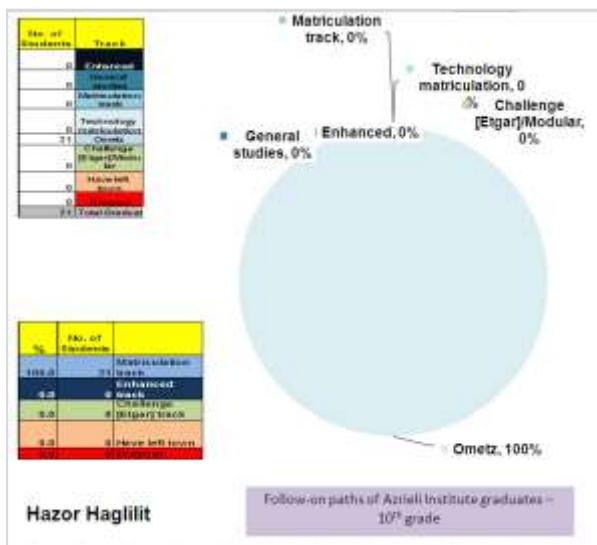
**Joint Activity with Parents and Children** – in an empowerment meeting at the end of the year, each family took a pot plant that had been brought beforehand and was required to pick from a pack of tags each received those that were most suitable for members of their family and which things they would like to keep and add to the atmosphere in their home.



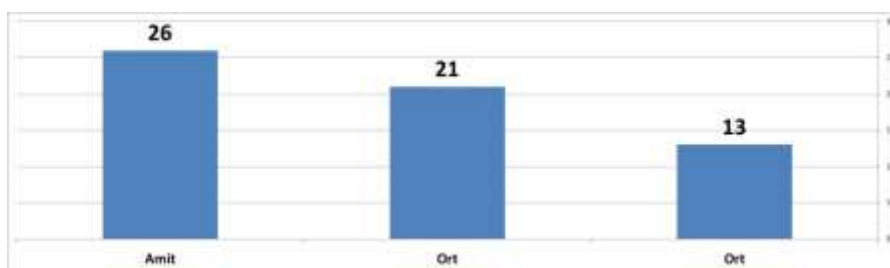
# Hazor Haglilit

## Graduate Tracks and Scope of Activity 2012

### Graduate Tracks 2012



### Scope of Activity 2012 - 60 Students



### Scope of Activity 2013 - 65 Students



# *Hazor Haglilit*

## *Summary of Social Activity 2012-2013*

### **Amit School**



**7<sup>th</sup> Grade** – the instruction team at the school included volunteer soldier-teachers and paid tutors. The team was professionally supported by the Program’s social coordinator. The activity took place as a continuation of the school day and lasted one and a half hours every week. Eight meetings were held during the learning project.

**Team-Building Trip** – the social activity started with a team-building outing that took place in a large park in town and included various ODT

activities and cooking in the field. During the team-building trip, the group started its social process and started to consolidate as a social group. At the end of the trip a festive opening meeting was held at school, in which the students and parents met with the Program’s team: teachers, tutors and the leader of the parents’ meetings.

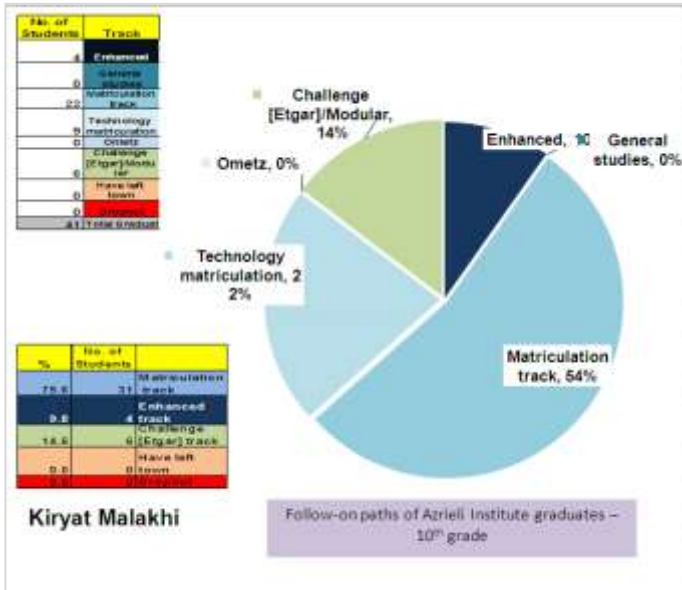
**The Social Process** – the main process concerned the building and consolidation of the group. The children participated in a range of experiential activities designed to consolidate them as a group, while deepening personal acquaintance between group members.

**Parents’ Workshop** – after the parents experienced the process, a significant positive change occurred in the level of their engagement. In a joint activity of parents and children during the empowerment meeting at the end of the year, full attendance of the parents was recorded, and they worked together with their children in a fondant workshop.

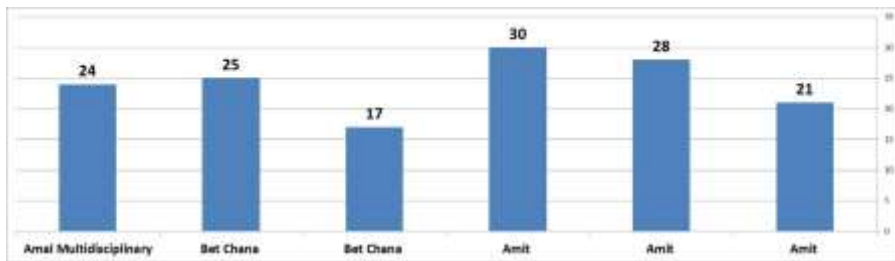
# Kiryat Malakhi

## Graduate Tracks and Scope of Activity 2012

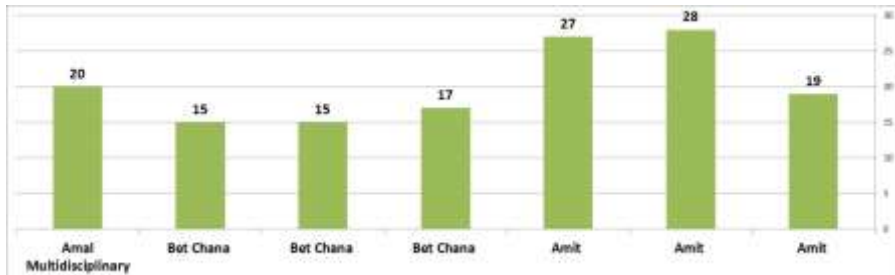
### Graduate Tracks 2012



### Scope of Activity 2012 - 145 Students



### Scope of Activity 2013 - 165 Students



# Kiryat Malakhi

## Summary of Social Activity 2012

### Amit School

**Team-Building Trip** – the team-building trip took place over two school days and included cooking in the field and strengthening the social interaction through the use of ODT activities. The activity was devoted to the consolidation of the group while working on strengthening self-confidence, team pride and social cohesion.



**Volunteering** – the group volunteered in two main centers, **the first being Bet Tzipora – a learning center for children of the Ethiopian community**, where the group organized activities for the children at the center at Hanukkah and Purim. The second volunteering center was **the Children's Center in the town's Herzl neighborhood**. The activity took place once a week and included helping the children prepare their homework, a storytelling hour for younger children, handicraft work and activities prior to Jewish holidays.

**9th Grade:** a group of boys and girls who underwent a long 3-year process that included all the learning campaigns and a young instructors' course. The activity in the group included the development of team pride and social leadership, while acting and contributing to the school and the community. The activities of the group included the following:

1. Leading school events (ceremonies, parties and various events).
2. Participating in a school choir that won first place in a choir competition for the southern district.
3. Guiding the 8<sup>th</sup> grade in various volunteering activities (Bet Tzipora and the Herzl Center).

The group participated in the Malakhi Birthday Project and organized a number of birthday parties for children at the Herzl Center.



The nature of the activity created an awareness of leadership in the group and developed in them new skills in instructing others, taking responsibility, and creativity.

### **The Program's Graduates in the 11<sup>th</sup> Grade.**

The students fully participate in the entire activity of the Institute at the school, starting with help in organizing events and parties (Hanukkah and Purim parties, volunteering, a graduation party). The graduates are a living example of academic and social success for the younger groups. We keep close contact with the graduates in the form of academic assistance before matriculation exams for the group as a whole and for individuals at their request.



## **Bet Chana School**



**Team Building Trip** – the team-building exercise took place during the afternoon hours and included ODT activities to build the team and strengthen social interaction, while collecting money to eat at a restaurant. The activity focused on strengthening self-confidence, team pride and social cohesion.



**Volunteering** – the girls organized a Purim activity at a girls' pre-school and helped them pack Purim baskets. The group went with the pre-school girls to the Seniors Social Center and together they cheered up the attendees with a short musical based on the Purim story. They danced together with the seniors and gave them the Purim baskets.

## Multidisciplinary School

**Team-Building Trip** – the team-building exercise took place in the school grounds and included interesting ODT activities. In addition, the team prepared lunch with the students, baking pita bread and making shakshouka as the main dish. The students took care of all of the preparations and equipment and played a significant role in the team-building experience.



**Social Activity** – in the format of [the TV show] “Sheshtoo”, the activity combined all the activities of the year. The entire class was divided by lottery into two groups each of which faced tasks that had to be resolved as a group, requiring the students to practice teamwork, pool ideas, and make joint decisions, such as electing a leader and so forth.

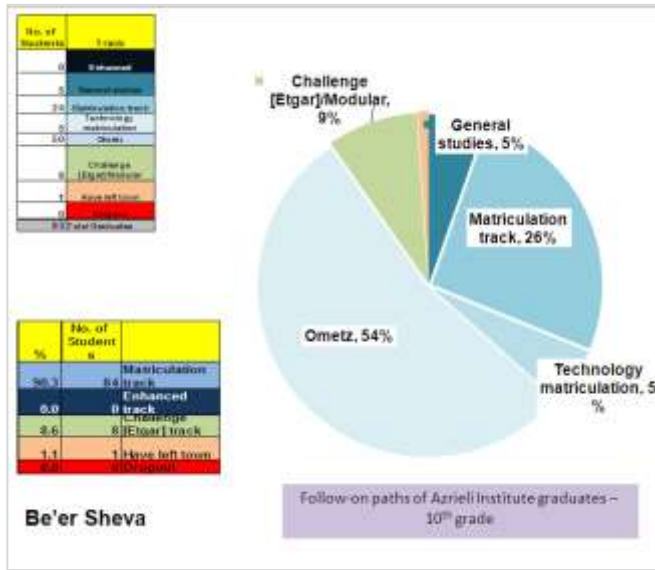
**Parent Workshops** – this was the first year in which parents participated in workshops. Among the subjects discussed during the workshops were the strengthening of parental authority, providing tools for supporting the children, giving encouragement, positive communication, empowerment, developing educational methods that could be used as a source of empowerment for the child. The workshops were held in two languages in parallel: one for persons of the Ethiopian community and the other for Hebrew speakers.



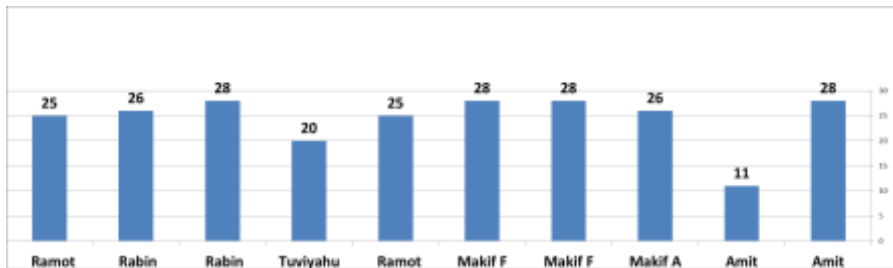
# Be'er Sheva

## Graduate Tracks and Scope of Activity 2012

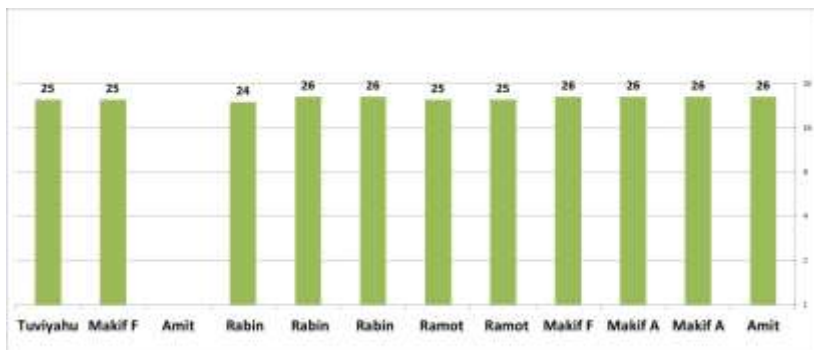
### Graduate Tracks 2012



### Scope of Activity 2012 - 245 Students



### Scope of Activity 2013 - 284 Students



# Be'er Sheva

## Summary of Social Activity 2012



On May 31, 2012, we hosted at the Azrieli Institute a closing event of **the volunteering activity of the Institute's students in Be'er Sheva**, including **children from the "Larger than Life" Association (Gdolim Mehakhayim)** – children with cancer from Be'er Sheva and other towns in the south.

All the Azrieli students from all the schools in town, who had undergone an orientation exercise in preparation for the occasion, excitedly awaited the arrival of the guests, greeting them with a warm smile. and ready to host them and give them a good time in joint handicraft activities, games, inflatables, ODT activity, and a drumming circle.



**When the Association's children and their families arrived at the Institute**, the Institute's students immediately joined them at the different activity stations, where they made bags and key chains and Joseph, the "Balloon Man", twisted balloons into colorful crowns and hats. We ended the activity with a joint drumming circle. It was moving to see the Institute's children engaging with a lot of patience and empathy with the association's children, creating and drumming. This act of volunteering is an important stage in the empowerment of our students. It is part of a process in which they learn about their inherent strengths and about their ability to contribute to others.







### **Hanukkah Happening – Activities at the Municipal Level**

– the Hanukkah activity served as the opening event for the Institute’s program. This year we organized a happening with ODT activities, with inflatables suitable for teenagers, such as a climbing wall, basketball on an unstable surface, and more. Later, all the Institute’s students were gathered together for a Hanukkah quiz.



“**Popular University**” – ten of the program’s graduates participated in the “Popular University” program, which exposes students to the academic world. The participation of the graduates comes from cooperation between the Azrieli Institute in Be’er Sheva and the “**Popular University**” program. The students participated in an introductory course in **business administration** and at the end of the year received diplomas and a gift from the program’s representatives.

## **Amit High School**



### **7<sup>th</sup> Grade - Team-Building Trip**

– started with introduction games, in which the students got to know their friends and the instructors who were to accompany them throughout the year. The students later went out to the courtyard for a series of ODT activities and more. The team-building trip ended with the preparation of pancakes and other delicacies for the parents who came to the empowerment meeting that was held immediately after the end of the team-building event.

**Social Initiative and Volunteering** – on the Tu B’shvat holiday, the group’s students cleaned and cultivated the “Azrieli Garden” at the Institute and then planted new flowers and herbs donated by the Agricultural Farm in Be’er Sheva.



**Joint Activity for Parents and Children** – the social instructors led the participants in an activity that examined how well the parents and students knew each other. The workshop leader set up simulations of situations from the daily lives of parents and children to illustrate how complex life is, and how easy it is to reach damaging consequences in family communication. The leader then proposed solutions for dealing with the complex difficulties that arose. Later, the parents and students went out for an ODT activity, in which the parents also participated in a “clog” competition and experienced the importance of cooperation and teamwork. To bring the workshop to its conclusion, everyone engaged in making a frame for the group photo.

## Amit High School



**Team-Building Trip** – started with an activity to renew acquaintance between the students. It took place in the Institute’s activity room although the students later went out to the courtyard for a series of ODT activities.

## Makif A High School



**Team-Building Trip** – the group was divided into smaller groups and each group was instructed to prepare a protective device for an egg that they would be required to use in a series of tasks without it breaking. On completion of the tasks, they dropped the egg from shoulder level to check that it had indeed not broken. The team-building exercise ended with the preparation of pancakes and other delicacies for the parents who came to the empowerment meeting that was held immediately after the team-building program.



**Social Initiative and Volunteering** – volunteering activity on Tu B'shvat at the “**Rimon Garden**”, where students organized a party for pre-school children. The students organized various activities related to the holiday for the children, gave them fruit and a flowering plant in pot, all of which were donated by the “**Agricultural Farm**” in Be'er Sheva.

After the Passover vacation, the Azrieli students rolled up their sleeves and went together to renovate and freshly paint Bet Samuel, the Ethiopian Jews Cultural Center in the city.

## Makif F High School

**8<sup>th</sup> Grade - Team-Building Trip** – the group gathered for activities to allow the students to get to know one another and their instructors. After completing certain tasks, the students were given the ingredients for making pancakes and other delicacies for the parents who came to the empowerment meeting held immediately after the end of the team-building exercise.



**Social Initiative and Volunteering** –after the Passover vacation the students of the group rolled up their sleeves and went together with the instructors and the coordinator to renovate and paint **Bet Samuel**, the Ethiopian Jews Cultural Center in the city.

**Joint Activity for Parents and Children** – the activity was prepared by the social instructors, the parents' workshop leader, and the group coordinator and included social games requiring cooperation and an examination of how well the parents and students know one other. The



leader outlined for the parents the difficulties and complexity of dialogue between parents and teenagers, and simulations were carried out of situations from daily life and, together with the parents, they suggested solutions for the complex difficulties that arose. Afterwards, the parents and students went out for an ODT activity, in which the parents had to compete against the children, highlighting the importance of cooperation and teamwork.

## Ramot Multidisciplinary High School



**8<sup>th</sup> Grade - Team-Building Trip** – the group gathered for activities for getting to know one another and their team of instructors, including ball juggling. The group was then divided into smaller groups, which were sent out to complete various tasks. On completing them, each group received the ingredients for making shakshouka and other delicacies for the parents who came to the empowerment meeting held immediately after the end of the team-building activities.

**Graduates of the Azrieli Program were among the instructors in this team-building exercise.**

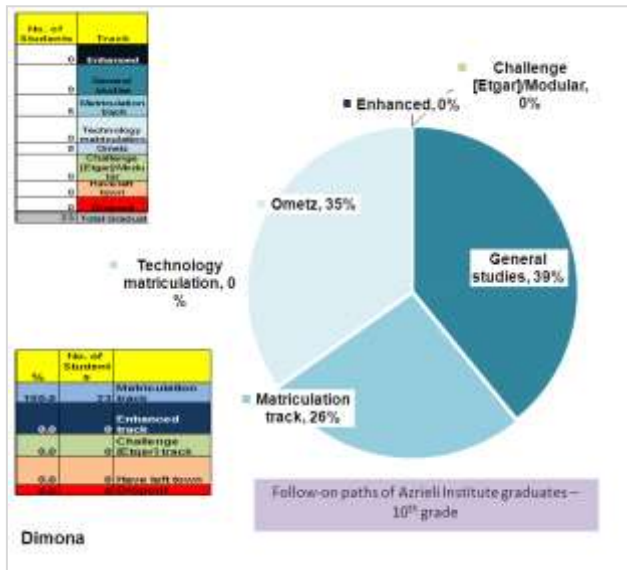


**Community Initiative and Volunteering** – the group volunteered for an entire day in **Alut Kindergarten** in Quarter C. This is the third year in which we have organized such activity. In fact, this Kindergarten has been “adopted” by the Ramot School groups. The students organized activities for the kindergarten children, played with them, and engaged with them at the emotional level.

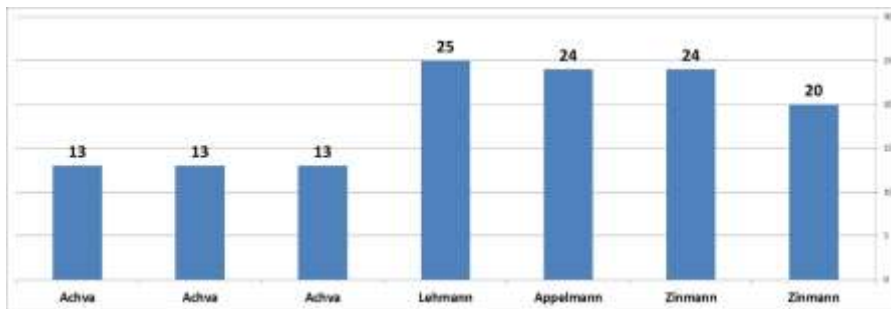
# Dimona

## Graduate Tracks and Scope of Activity 2012

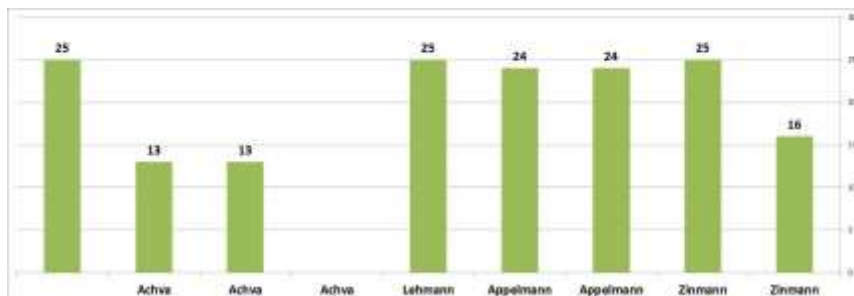
### Graduate Tracks 2012



### Scope of Activity 2012 - 132 Students



### Scope of Activity 2013 - 170 Students



# Dimona

## Summary of Social Activity 2012

### Appelmann Multidisciplinary School

**8<sup>th</sup> Grade - Team Building Trip** – the students participated in competitive tasks and ended the activity by together making chocolate balls.

**Community Initiative and Volunteering** – on Tu B'shvat, the students made **gift baskets for soldiers**. They made skewers of dried fruits and gummy bears, added greeting cards for the soldiers and the package was sent to a combatant unit.



On Holocaust Memorial Day, after an activity about the day and its meaning, we participated in a project entitled **"Each Butterfly has a Name"**. Each participant colored and decorated a butterfly and wrote their name and age on it, with the aim of reaching a million and a half butterflies **in memory of the one and a half million**

**children that were murdered in the Holocaust.**

In a joint activity for all the groups in the city, the students initiated the **renovation of the "Yad Labanim" house**. The day started with a light breakfast and an opening talk by the house administrator and immediately thereafter the children started very energetically to renovate and paint the house.

### Zinmann Dimona Multidisciplinary High School

**9<sup>th</sup> Grade - Community Initiative** – the first stage related to turning the group into a team, while giving personal attention to each student. The process culminated in a group initiative that included **volunteering in the town's soup kitchen "Meir Panim"**. The children cooked, served lunch, and cleaned the kitchen. At the end of the activity the children received a certificate of appreciation from the manager of the soup kitchen for their volunteering.



**“Dimona Behaves Differently”** – this event took place on June 14, 2012, at the Eshkol Park in town, which saw the students of all the town’s groups get together in an event organized with the cooperation of “Yad Labanim”, the Israel Police, the Dimona Recreation Center and the town’s youth center.



**Renovation of the “Yad Labanim” Garden** – the children cleaned the “Yad Labanim” garden and prepared infrastructure for renovating the place and continuing to maintain it the following year. Another group engaged in the renovation of two sculptures in the garden by embedding mosaic, and a third group created art works that will be installed in the youth center in town.

**Azrieli Graduates:** the focus of the idea contemplated by the graduate group is to establish a “Social, Communal and Civil Committee”. The students will donate sixty hours annually to the community, and will receive thirty hours of training per year, which will enable them to

receive a social matriculation certificate. The student committee members organized an evening for their age group, which strengthened their self-confidence and increased their faith in their ability to succeed.



The group was a full partner in **setting up an exhibition on the issue of drugs and alcohol** at Eshkol Payis Zinman.

The group produced the **Memorial Day Ceremony for Israel’s fallen soldiers** at the school.



**Academic Support to Azrieli Graduates** – the group of graduates received from the Foundation thirty hours of academic empowerment in preparation for the matriculation exams. After reviewing the report card grades in the first trimester, the subjects of history and mathematics were chosen. 95% of the students took the tests in both subjects with a high protective grade (*Magen*).

## Lehmann Dimona Multidisciplinary High School

**Team-Building Trip:** this exercise took place in the school courtyard and the close vicinity. Here the students experienced several activities at ODT stations, requiring teamwork at each station in order to succeed. The students later left the school premises and started to prepare dough for baking pita bread on a tabun, a traditional oven.



**Social Process:** the first stage related to turning the group into a team and giving personal attention to each student. There were several goals here, one of which was to instill values such as accepting the other and fostering mutual respect among the students and toward the instructors and the team. The team building stage and creating confidence for the individuals in the group took a lot of time, after which the instructors began to encourage the students to think about a communal initiative.

**Communal Initiative and Volunteering:** the students came up with the idea of planning an initiative in which the group would donate money to children with cancer. The preparation for the project and the project itself were the highlight of the year in terms of teamwork and engagement for the success of the project. In this project, the students sold popsicles during school breaks to their fellow students and the school staff and the money from the sale of the popsicles was donated to cancer patients.

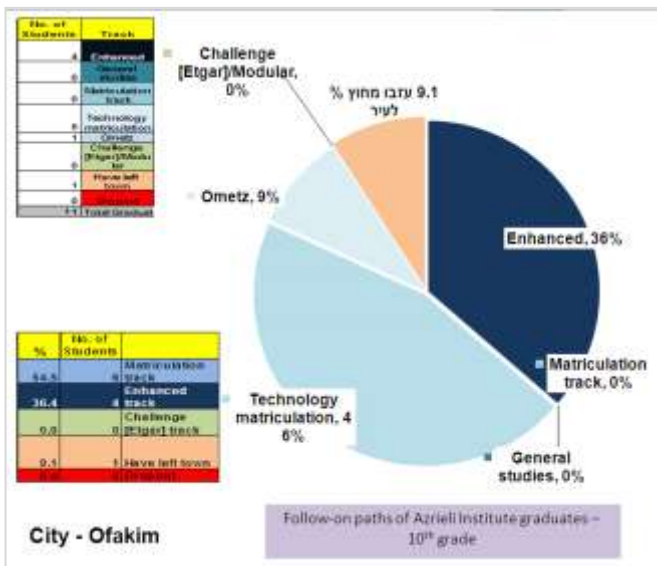
As part of the “Dimona Behaves Differently” project, the students undertook the task of renovating the sculpture area in the town’s central municipal garden: they worked with energy and great skill together with the town’s artist and together created an artistic mosaic

that will remain in the garden for many years ahead.

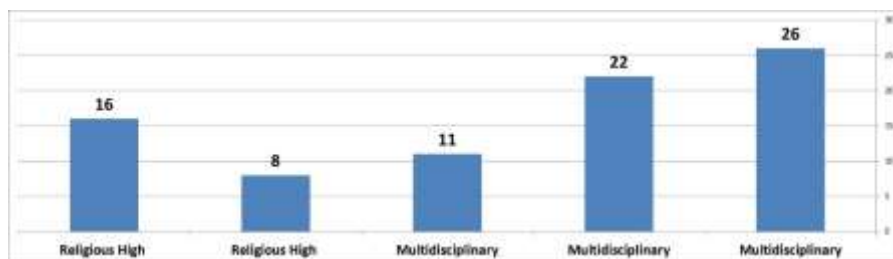




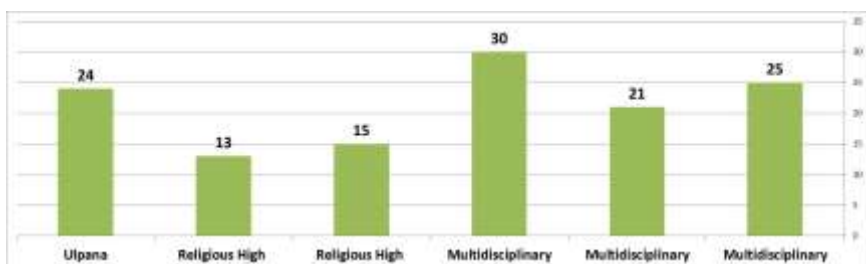
### Graduate Tracks 2012



### Scope of Activity 2012 - 83 Students



### Scope of Activity 2013 - 130 Students



# Ofakim

## Summary of Social Activity 2012

### Multidisciplinary School

**8<sup>th</sup> and 9<sup>th</sup> Grades - Social Initiative** – the two initiatives in which the group's students took part were a Purim happening that ended in their leading and winning the competitions, as well as the organizing of an annual initiative in memory of Yossi Shushan. For this project, the boys' participation included organizing a soccer tournament, and the girls in building a memorial and leading the ceremony.

**Team-Building Trip:** we started the team-building exercise with an ODT activity, challenging activities requiring the cooperation of all the group's members. The exercise started with a challenging and solidarity-building activity for the team at the school, followed by a communal cooking activity.



**Social Process:** the first stage was devoted to team building and to giving personal attention to each student. The highpoint of the process lay in two projects in which the group's students participated, the Purim event in which they took the lead and won the competitions, and the organization of an annual project in memory of Yossi Shushan. In this project the boys participated by organizing a soccer

tournament, and the girls in building the memorial and leading the ceremony.

**The Commemoration of Yossi Shushan of blessed memory who was killed by a direct hit by a Grad missile – the first anniversary of his death.** Yossi of blessed memory was a partner in the activity of the

Azrieli project for educational empowerment, in the framework of the Foundation's unique program that provides academic support and assistance for youth in junior high school. Yossi engaged in the social area, training a soccer team. His goal was to instill social skills in them by means of extra-curricular activity that would contribute to the student's personal empowerment, while instilling social norms in the soccer game and projecting them onto real life, for their academic success and their ability to have their own experience of success.



The junior high school students organized a moving tribute in memory of Yossi in commemoration of the anniversary of his death, which included a competitive soccer tournament and the construction of a memorial on the school premises.

**7<sup>th</sup> Grade – Social Process** – the first stage was devoted to building the team, while giving personal attention to each student. The highpoint of the process was the creation of a group collage made of wood that stated “aim at the moon, even if you miss, you will still land among the stars”. All of the students took part in creating the collage, each coloring one box of the puzzle, which was hung at the school. As a reward for the learning process in the academic project in mathematics, the students went out for bowling and pizza in Be'er Sheva.



**Purim Activity** – a few days before Purim, the Azrieli students gathered together with the other Azrieli students in town for a team-building happening. The students of the Program arrived at the central sport center in town where they moved from one activity station to another, experiencing teamwork while competing with each another.

**Community Initiative and Volunteering** – the 7<sup>th</sup> grade students worked in cooperation with Azrieli students from other grades in their school and with Azrieli students from the religious school to build a memorial in memory of Yossi Shushan of blessed memory.



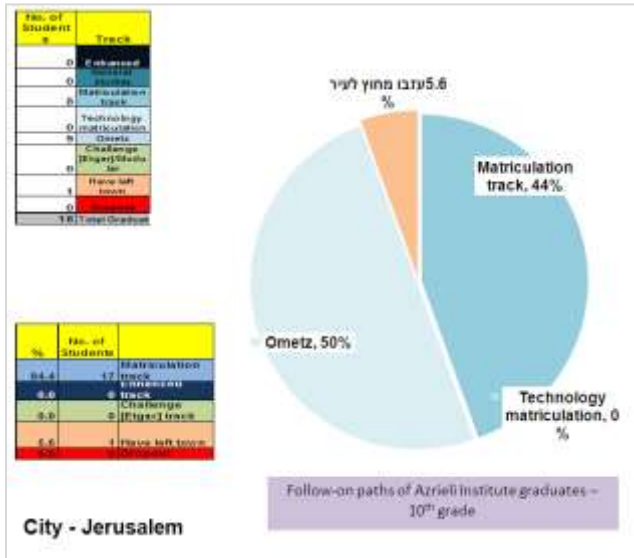
**Parent Meeting** – during the year an empowerment meeting took place with the participation of most parents. In the meeting, the parents heard about the Program in general and in particular with respect to their children. Once the parents had experienced the process of working with their children, there was a significant change in the extent of their engagement in the process.

**Joint Activity for Parents and Children** – in the empowerment meeting at the end of the year, the students' achievements were presented, the coordinators made speeches, congratulated the students, and handed out certificates of excellence. Roi, the leader of the parents' workshop, briefly presented his program. The parents' representative also spoke about the program and how it affected her daughter, and Yaniv, the program manager for the southern district also gave his viewpoint.

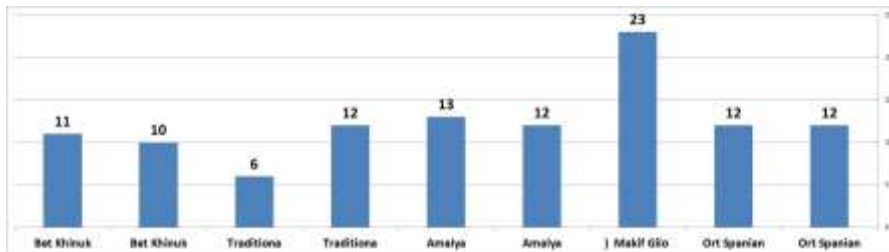
# Jerusalem

## Graduates' Paths and Scope of Activity 2012

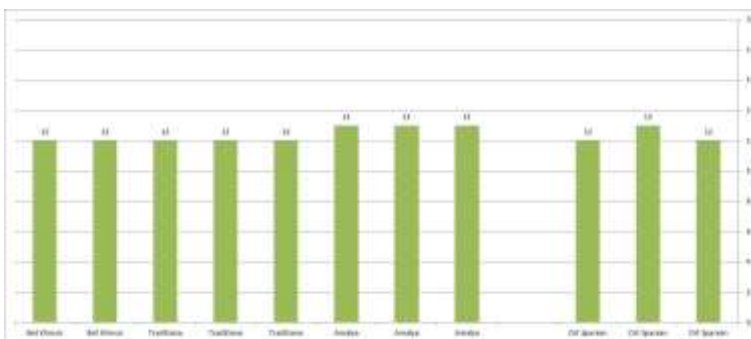
### Graduate Tracks 2012



### Scope of Activity 2012 - 111 Students



### Scope of Activity 2013 - 139 Students



# Jerusalem

## Summary of Social Activity 2012

### Ort Spanian School



**Team-Building Trip** – started with activities in the school premises and included paintball, ODT and other challenging activities.

**Social Activity** – after the mathematics marathon days, as a reward for the learning process in the academic project, the students went out for karting and a shawarma.

**The Azrieli Day Outing** – the students went to the amusement park. The bus trip together, walking

about wearing t-shirts in a uniform color for each city, and the group photo with the managers, gave the students a feeling of team pride.

**Joint Activity for Parents and Children** – in the meeting at the beginning of the year, the parent workshop leader organized a common activity for parents and children about choosing a dream. Both parents and children talked about the dream that they would like to realize.



**Empowerment Meeting at the End of the Year** – in a drumming workshop activity, the students prepared a short piece for the parents and then the parents together with the students learned a joint piece.



## Tali Education Institute

**Team-Building Trip** – a cycling treasure hunt with tasks along the route. The trip started at Pat junction and ended in Sacher Park. The students rode bicycles and at the activity stations along the route, they performed group tasks and ODT activities.



**Volunteering** – the 9<sup>th</sup> grade students **volunteered in a hospital pediatrics ward for the Purim holiday** – the children made up packages of candy that they distributed to the children at Shaare Zedek hospital. The 8<sup>th</sup> grade Azrieli students also went out on a volunteering activity at a home for seniors near the school.

**Renovation of a Welfare Recreation Center** – the 8<sup>th</sup> grade students made decorations for the Center's courtyard. The 9<sup>th</sup> grade students went through an entire process in the project, including: a workshop led by the manager of the welfare recreation centers in Jerusalem, who talked about the needs of his public, a meeting with the social workers of the recreation center and a meeting with the children who frequent it. They also raised resources of paint and synthetic grass and other items for renovating the recreation center. Afterwards they started the physical work of renovating the place: the students weeded, hoed and leveled the surface and also painted the center's courtyard. The children recruited more students of their age group at school to finish the work.



## The Traditional School



**Team-Building Trip** – the emphasis of this team-building trip was to strengthen group pride through the English language. The group went through ODT stations, an art workshop in which they produce a **[video]** clip and, the final note: a paintball experience.

**Volunteering** – on Tu B'shvat, the student group purchased plants and flowers from a plant nursery operated by people with mental health problems. The Program students planted the plants and flowers in the schoolyard.

**Joint Activity for Parents and Children** – two parent-student meetings were held during the year, the first meeting included a final meeting on the project in English. The second meeting was held at the end of the year and included a cinema workshop discussing family, and the uniqueness of each family. The meeting ended with a screening of a short film documenting the students as they shared their dreams and included family photos.

## Gilo Comprehensive School



**Team-Building Trip** – the activity took place on the school premises. The students were divided in two groups and went through stations that included ODT activities, paintball, and field cooking.

**Joint Activity for Parents and Children** – at an empowerment meeting at the beginning of the year, the

parents and students wrote their dreams and wishes on helium balloons and later went out to release the balloons. At the closing empowerment meeting at year's end, the parents were invited to watch films that the students produced, filmed and acted in. They also participated in ODT activities of parents against students.



## Amalya School

**Team-Building Trip** – started with an activity in the gym at school and included various ODT activities and the preparation of t-shirts that were to be used by the girls in the paintball game. The girls had a workshop for making chocolate and baked goods that they served as treats for the parents at the empowerment evening.

**Social Process** – a total of 20 meetings took place, which included a childhood evening, in which each girl brought a childhood picture and her favorite home-cooked foods, and talked about herself. In the learning project, the girls went out to “Deer Land”, a place that organizes various ODT activities, such as rope climbing, zip-line, a climbing wall and so forth. The group had various activities about the group and to the connection between its members. The highpoint of the process was the creation of a huge group collage made of wood.

**Joint Activity for Parents and Children** – two joint meetings for parents and students were held. The first activity took place in the Hebrew month of Adar and included a joint activity for parents and children by a medical clown on the subject of joy and “the half-full glass”. In the meeting closing the year, a drumming workshop was held in which there was extraordinary cooperation between the parents and their daughters.

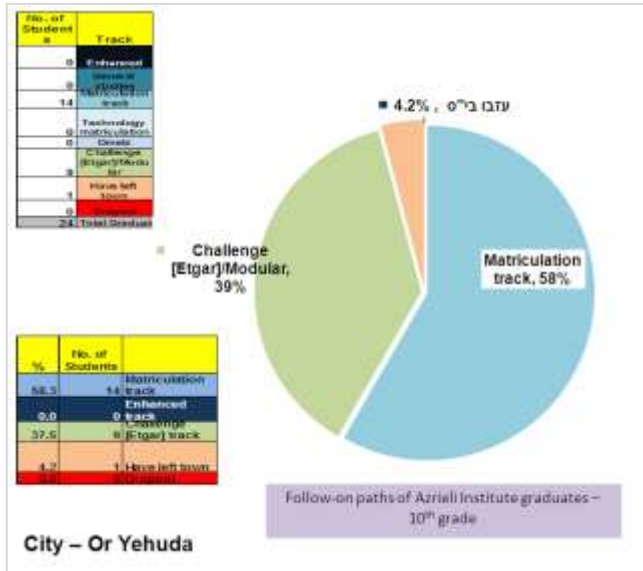




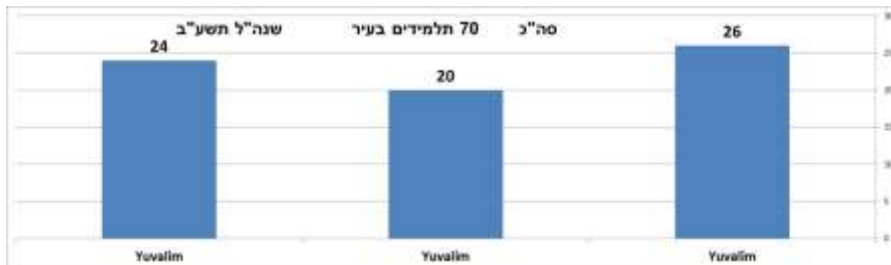
# Or Yehuda

## Graduate Tracks and Scope of Activity 2012

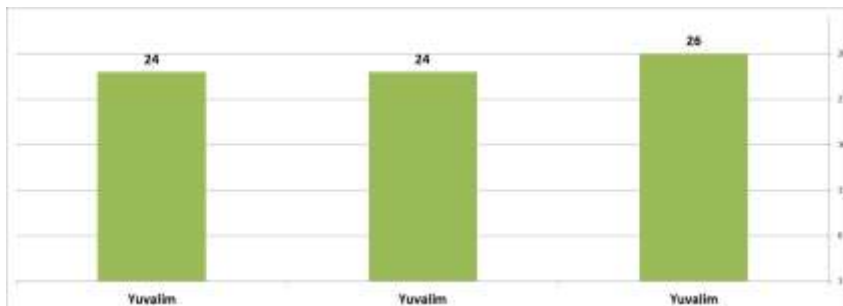
### Graduate Tracks 2012



### Scope of Activity 2012 - 70 Students



### Scope of Activity 2013 - 76 Students



# Or Yehuda

## Summary of Social Activity 2012

### Yuvalim



**8<sup>th</sup> Grade – Cinematic Activity** – nine cinema meetings were held. In the meetings, the children were asked to write a script or think of an idea for a film, and to distribute the roles among them – roles that included the cast and the technical team – cameraman, gaffer, soundman and director, and to shoot the film. The film was screened at the concluding empowerment meeting with the children's parents.

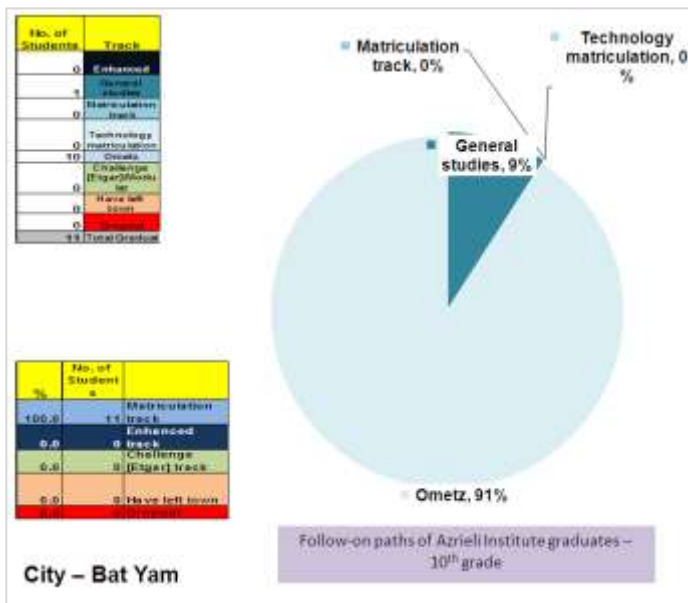
**9<sup>th</sup> Grade – Social Activity** – the first stage concerned team building and introductions in the group. The children in the group mostly had no natural social connections between them, some of them even coming from different schools. Already at the beginning of the series of social activities, a great emphasis was put on the children's expressing themselves and about their feelings regarding various events. The activities emphasized respect, patience and tolerance, the different types of leadership and so on, as well as hot subjects on the national agenda – Judaism and "Israeli-ism", Zionism, decision-making, water in Israel, and so forth.



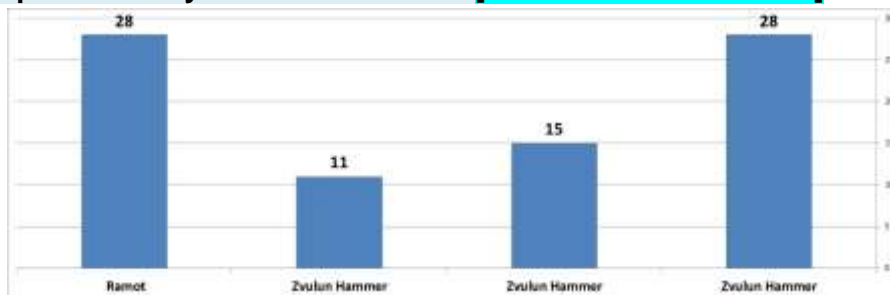
# Bat Yam

## Graduate Tracks and Scope of Activity 2012

### Graduate Tracks 2012



### Scope of Activity 2012 - 70 Students [identical to Or Yehuda?]



### Scope of Activity 2013 - 76 Students [identical to Or Yehuda?]



# Bat Yam

## Summary of Social Activity 2012

### Hammer School



**Social Activity** – work throughout the year on group dynamics, on the ability to deal with a commander or a captain, on accepting authority in order to promote the group and all this in the framework of a soccer game with clear and strict rules. In the course of the year, the students participated in two soccer tournament days away from school, in which they implemented the rules and were scrutinized on how they used them in their behavior towards other teams.



**Community Initiative and Volunteering** – the students volunteered at the **Kadima Recreation Center** and implemented the strategies they had learned in soccer games in activities with the children. The recreation center students are elementary school children in the 3<sup>rd</sup>-6<sup>th</sup> grades, who are newcomers from Ethiopia.

**Parent Workshop** – in the workshop the parents dealt with the characteristic problems of puberty, breaking parental authority, setting boundaries, and so forth.

### Ramot School

**8<sup>th</sup> Grade – Giving to the Community** – for Purim, the Program's children organized a **Purim activity in two kindergartens in the neighborhood**. The students organized a Purim party for the kindergarten children that included making masks, a dance party and songs.

**Team Building Trip** – the trip opened the activity this year. We went out from school by foot to the beach wood in town. The entire group had a fun team-building activity for two hours and then the group members cooked in the field and we finished the day with a tasty meal.



# Mikveh Israel - Holon

## Summary of Social Activity 2012



**Team-Building Trip:** the group met with the social instructor and through a game they together composed rules for the group.

### Social Activity

**Social process:** the first stage concerned the group's team building and giving personal attention to each student. The highpoint of the process came through the soccer tournament, in which all members of the group participated and during which the strong players asked to leave the game in order to let the weaker players join in and feel that they too had a part in the victory.

As a reward for the learning process in the summer learning project, the students went out for bowling.

The group's team building stage and the instilling of confidence in the individuals in the group lasted for about three months, after which we organized a community initiative that included volunteering in the pediatric ward at the Wolfson Hospital. The students were exposed to situations in which the sick children wanted to learn or play, but because they were disabled they were unable to do so, which motivated the Azrieli students academically and socially.

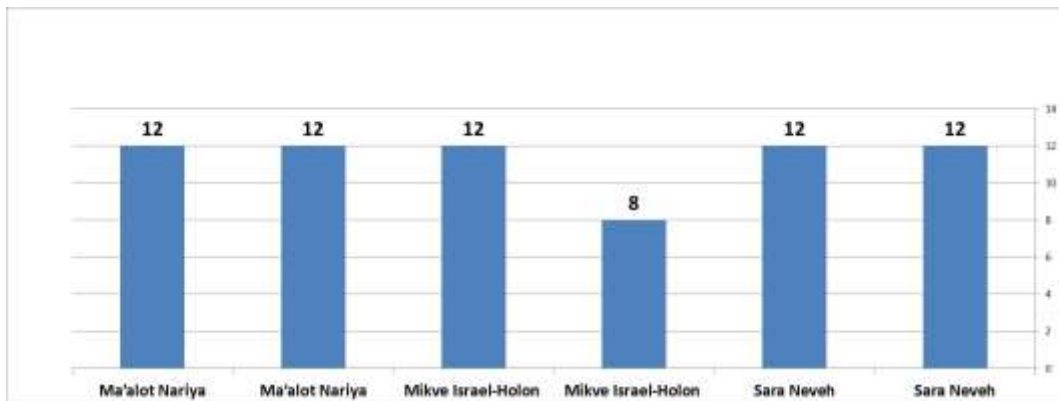
**Community Initiative and Volunteering:** the students volunteered in the pediatric ward at the Wolfson Hospital and cheered up the sick children by hanging up posters and distributing gift baskets.

All the students and their parents participated in the joint empowerment meeting at the end of the year. They saw the results of the long learning process throughout the year and participated in the game "talk with the child" and not "talk at the child". Through the game, we learned that children should be made part of the decisions and one should not decide for them without consulting with them first.

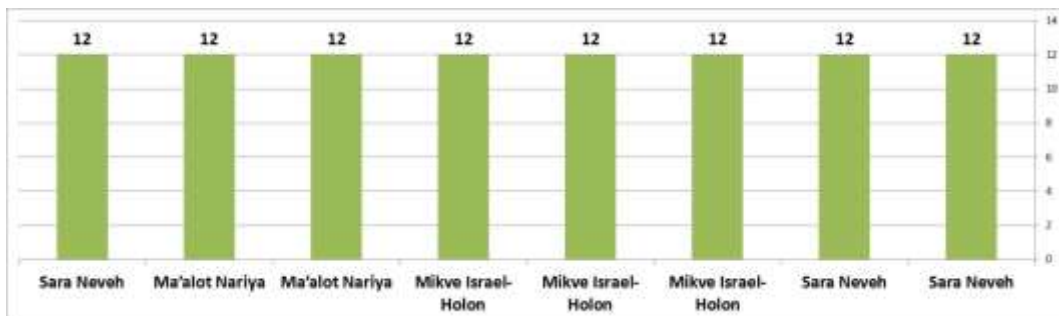


# Bnei Brak and Mikve Israel - Holon Graduate Tracks and Scope of Activity 2012

## Scope of Activity 2012 - 88 Students, including Bnei Brak and Mikveh Israel school



## Scope of Activity 2013 - 96 Students, including Bnei Brak and Mikveh Israel school



# Bnei Brak

## Summary of Social Activity 2012

**Team Building Trip:** the students (all girls) underwent preparation for the team-building trip. The activity took place in the National Park in Ramat Gan, and during the activity the students experienced ODT tasks. At the end of each activity a discussion was held, analyzing the activity and drawing conclusions. At the end of the trip the students had a team-building meal together and each student shared with the others what she had gained.



During the year, the students developed an awareness of the following subjects: the power of cohesion, accepting those who are different and the individual, self-belief and strengthening self-image, the importance of giving and the contribution to the community.

**Social Process:** after the team-building trip, the students participated in a learning process by preparing a cardboard wall, on which they wrote: "He who has ambitions, has a road; he who has a road, will go far". Each student received a part of the sentence and was required to color it. She was required to use cold colors for painting the frame and warm colors for painting the word (the idea was formulated together with an art coordinator in the high school). In addition, during the year it was agreed to hold volunteering activity inside and outside of the school.



**Community Initiative and Volunteering:** the students collected close to 100 Prigat drink bottles to obtain the recycling fee and use the money to build a seating corner on their floor in school and in addition they contacted the organization Ezer Me-zion and offered assistance and volunteering.

The **parent workshop** this year was especially unique and helpful. Firstly, Ya'ara led the workshop in a structured, focused, and innovative way.

**Parents:** the parents were engaged and updated about the studies, the grades and the social activities.

The cooperation between the parents and the students assisted greatly in the functioning of the program and to the student's success. There were parents who underwent a material change from the moment they started to participate in the program.





**Planning the Expansion  
of the Azrieli Institute  
for Educational  
Empowerment  
2013-2017**





***Planning the  
Expansion of the  
Azrieli Institute's  
Activity in Israel***

The goals of the expansion program ..... 89

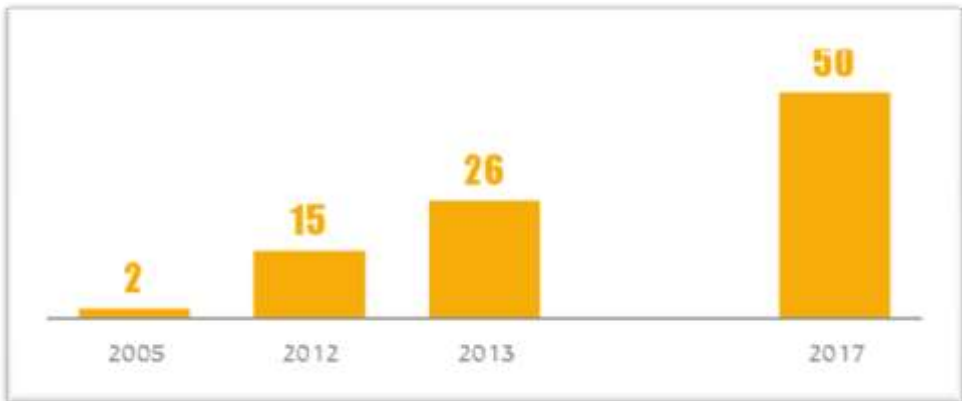
Towns recommended for expansion ..... 90

# Expanding the Program 2013

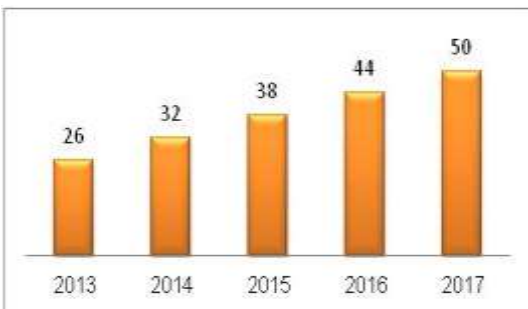
In 2013-2017, the Azrieli Foundation set itself the goal of extending the activity of the Azrieli Institute in Israel through additional partners:

- Government ministries – the Ministry of Education, the Ministry of Welfare and more.
- Organizations, businesses and private foundations.

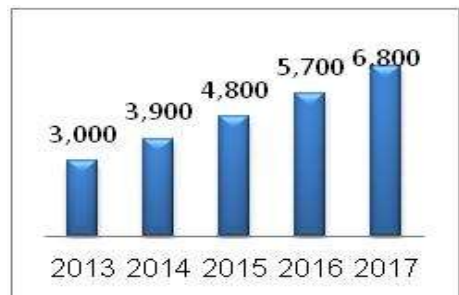
- **The number of towns in which the Program will be extended**



**The Scope of Program Expansion according to the Number of Cities**



**The Scope of Program Expansion according to the Number of Students**



## Recommended Cities 2013

### North

**Nahariya, Afula,  
Nazareth, Tsfat,  
Kiryat Ata, Kiryat  
Motzkin**

### Center

**Ramla, Beit-  
Shemesh, Gedera,  
Netanya, Lod,  
Hadera**

### South

**Ashkelon, Arad,  
Mitzpe Ramon,  
Netivot, Yeruham,  
Sderot**



# *My Personal Story*

## *By a Program Graduate*

My name is Chayim Geta, I'm 18 years-old and a resident of Kiryat Malakhi.

Six years ago, in the 7<sup>th</sup> grade, I started to study in the Azrieli Program. I was a very lazy student with many failed grades in my report card, and the only good grade I got was in sports.

When I entered the Azrieli Program, my academic and educational situation was very bad, I was insolent and missed a lot of morning classes in school. Slowly the situation began to improve and I became more and more serious; I had much less of a desire to do stupid things and I started to become quite serious.

The class had a social activity once a week and our parents knew exactly what we were doing each and every moment in school.

My coordinator Naor didn't let me rest for a minute and continued to believe in me, as he did in the other students in class. My grades started to improve and at the end of the 9<sup>th</sup> grade I had no failed grades at all in my report card. By the way, the entire class finished with these grades.

At the end of the 9<sup>th</sup> grade Naor came to us with a tempting offer of a young instructors' course and all of the students in the class, including me, jumped at the opportunity. We went on the young instructors course and have been there ever since. Our way of giving back to the Azrieli Program is by giving back to the Program, to the school, and to the community.

Today I am at the end of my school years with important academic achievements, I matured immensely and I can say that if not for Azrieli, I would not have been where I am today.

In less than a year I will enlist in the army and my ambition is to give the State all the best in me, this is why I am right now going through the testing processes for Sayeret Matkal [the General Staff Reconnaissance Unit] and I hope to succeed in the future.

I would like to deeply thank the members of the Azrieli family, who do not know me and I do not know them – but they gave to me from the bottom of their heart.

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The **Mayor of Ma'alot**, Mr. Shlomo Bukhbut, the Director of Educational Continuation, Ms. Chava Turgeman.

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The **Mayor of Bat Yam**, Mr. Shlomo Lakhiani, the Deputy Mayor, Ms. Esther Firon, Community Deputy General Director, Mr. Aviv Kenan.

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**Meir Avitan**