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| Society and Youth Authority and Civil Administration  |
| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
| All the programs to train young leadership | 1. To encourage youth to take on leadership roles to contribute to society2. To understand the importance of the role of a leader in a democratic regime3. To impart youth with skills and to cultivate abilities that will help them fulfill leadership roles4. To invite youth to have experiences in a leadership role |  |  |  |
| Young guides  | 1. To examine the group of values that characterize the role of guiding 2. Acquiring skills and cultivating talents3. Knowing the various methods to create an effective training system4. Developing ability to lead according to democratic standards5. Recognizing the ability and responsibility of the individual to influence  | 1. 8th grade – pre-young guides and designed for building the group2. 9th grade – training year of around 120 hours, some in the local authority under the responsibility of the youth coordinator and some in the seminar of the Young Guides3. 10th grade – a year of training of a social group or undertaking community-social projects | 1. The young guide will know how and be able to guide a social group2. To plan and to operate a project with many participants in a community3. The young guide will consider him/herself as a social leader who influences and leads in the society in which he/she lives.4. To plan and build a year-long project | Relevant topics in training the guides1. Leadership2. From goal to action3. Knowledge of the chapters in the Zionist enterprise4. You and I will change the world5. Program planning6. Shared communal responsibility  |
| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  |  | 4. In 11th and 12th grades – empowerment years – mainly in helping to develop subjects for guidance and partnership in community projects |  |  |
| Young Guides of Shelah [acronym of Field, Nation, Society] | 1. To strengthen the love and feeling of belonging to the country and the state among the youth2. To help in creating relationships between the individual and others 3. To encourage willingness to fulfill social and national duties4. To train young leadership who have initiative to develop and to lead programs and activities about knowing the country and loving the homeland | 1. The apprentices of the Young Guides will receive their basic training with a Shelah guide and with graduates of the Young Guides of Shelah program (in the first year of Shelah)2. A concentrated summer course for about 10 days, held in camp conditions designed to expand the training and the experience in methods of guiding in the field and within the framework of activity in the community3. The graduate of the Young Shelah Guides will be active in the clusters of the Young Guides of Shelah in all the Shelah activities in school | 1. Further training of peers or youth in field activities2. Guiding of the apprentices of the Young Guides of Shelah in their first steps3. Organization and technical preparation toward going out into the field4. Implementation of special responsibilities along the route5. Planning, organization and implementation of social activities6. Active involvement in preparing ceremonies, events, and extracurricular activities | Relevant subjects in the training of the guides:1. Connection to the people and to the country2. Tolerance between people3. Project planning4. Making decisions during the stages of the task5. Mobilizing “partners of interest” in the community6. Mobilizing “partners of interest” for tasks from among peers7. Dealing with conflicts8. Main junctures in the history of the Zionist enterprise  |
| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
| Young Guides of Personal Commitment10th and 11th grades – part of the volunteer leadership, which takes up leadership tasks in addition to activities within the framework of the personal commitment  | 1. To instill in the guides the ability to respond to the pupils who have difficulties in “the personal commitment” activities2. To invite the guides to experience the guiding and leadership roles3. To foster in the trainee a positive attitude toward the fundamental values of society4. To practice leadership abilities with the guides, which characterizes a democratic society | 1. 10th grade, exposure together with all the pupils, activities in the community for the other 20 hours and choice of a role2. Training for a role in the Hanukah seminar and cooperation in the team that leads the program3. Experience leading a group of pupils from Hanukah vacation to summer break4. 11th grade, realizing the leadership roles  | 1. Assistance in recruiting new pupils2. Assistance in locating new institutions for absorption 3. Assistance in social guidance of groups of those active in commitments4. Response to difficulties of pupils active in the community5. Guidance and training of groups of new guides | Relevant topics in training guides:1. The value of giving and contributing to society2. Responsibility of the leader in a group |
| Young Communal Leader 8th to 10th grades in the community schools  | 1. Nurturing the pupils as being involved in the community and as entrepreneurs in the community2. Improving the skills to recruit partners in the educational processes in the community school3. Exposing the pupils to a variety of experiences in democratic processes4. Improving the processes of decisions making in the school in cooperation with the pupils | 1. Exposure to the principles of working in the community school2. Participating in committees3. Processing the experience of being in the committees4. Basic training seminar – preparation to lead the communal processes5. Accompany-ing and guidance in the school by the coordinator  | Development of innovative community enterprises and expansion of the circle of pupils who are active in the community school  | Relevant topics in the training of representatives: 1. Cooperation2. Recruitment of partners3. Pinpointingneeds4. Effective presentation of a topic5. Decision making  |
| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  | 5. Developing channels of communications between the pupils and the world of adults  |  6. Experience in actively leading communal processes7. Advanced seminar – training of facilitators to train the young community leaders |  |  |
| Chief Young Leader Young leaders from 10th–12th grades from the young leadership frameworks in the Society and Youth Authority  | 1. The center of the Chief Young Leader program will acquire tools for developing social skills2. The center will create opportunities for meetings with selected youth from all over the country who will be trained to be the leadership of tomorrow 3. The center will be a source of identity and belonging to the exclusive community of “Chief Young Leaders”4. The center will work to create a shared fabric between the youth leaders and civil activity5. The center will bring together the youth with leadership in the government, economy, etc. | 1. Passover Seminar2. Summer Seminar3. Hanukah Seminar4. 6-day-long meetings that support ongoing activity5. Accepting tasks and roles | 1. Production of a project that contributes to society on a year-long basis at least2. Recruitment of youth from settlement leadership3. Building of a plan/project4. Fundraising | 1. Recruiting donors and financial resources2. Rhetorical ability3. Initiating an idea that can solve a problem of the community4. Democratic approaches:human rights,rule of law, minority rights,pluralism5. Project management6. Motivating and connecting people to goals and vision |
| Student Council – Representative leadership  | 1. To enable pupils to experience democratic processes in school 2. To set goals, to make decisions and to act according to an ongoing dialogue with the community of their voters and with the world of adults | 1. The stage of presenting the candidates and their management2. Elections stage – this stage is accompanied by professional direction and support in the school and  | 1. Under-standing democracy as a form of government and a way of life2. Assistance to youth in promoting their candidates,  | Relevant topics for training representatives:1. Democratic principles in the activity of the council 2. The meeting between different populations and promoting  |

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| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  | 3. To establish institutions of “Self governance” of the pupils who take responsibility for making decisions, defining their rights and duties, and setting rules to follow | activities created for all the pupils 3. Seminar for training those elected to the student council in school or to youth groups active in the Authority4. Process of elections to represent an educational institute and/or the youth bodies in the Student Council and the Youth in the Local Authority5. Activities in the framework of the student council and the youth in the authority and participation in a seminar for representatives of student councils and youth in the Local Authority6. Activities in the district/national student and youth council and participation in the national seminar for those who have main roles in the local authority councils and the councils of the settlements7. Integration of selected representatives | while aspiring to creating equality of opportunities, activities to improve their style of life, their rights, and to improve the face of society, creating connection between youth and the adult world | dialogue between them 3. The ability to present a position and to reach a wide consensus4. How to plan an event and a project5. Principles of advertising and marketing |

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| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  |  | in the district councils and in the national council in all levels of decision making, while accompanying and assisting by the members of the council on one side and by the supporting body and the facilitator of the council on the other |  |  |
| Internet Leadership – development of young leadership to promote best conduct on the internet 9th–12th grades  | 1. Development of a group of young leadership to promote best conduct on the internet 2. Training and information in the field of safe surfing on the internet3. Encouraging action and promoting educational social initiatives in the field among various audiences | 1. 10th grade: Best conduct and preventing harm on the internet. Forming the group, training, giving information2. 11th grade: Promoting social initiatives in school and on the internet3. 12th grade: Leading social initiatives at the national level  | Increasing the awareness of safe conduct on the internet | 1. A shared program of the Psychological Advising Service, Society and Youth Authority, and the Authority for IT and Technology2. In the aims of the training, it appears the building and operation of initiative and of a project, but in a variety of activities that support the aim. Activities geared toward the process of developing an initiative that is required as an output for the program does not appear. 3. Recognized as a personal commitment  |

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| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
| Young Ambassadors on the Internet – public digital diplomacy for youth | 1. Instilling skills to promote social information initiatives2. Development of young leaders, who contribute and work to advance positive information about the State of Israel3. Building international cooperation with youth in the diaspora  | 1. Lectures of diplomats and media people2. Discussions and action about BDS3. Acquiring tools and skills to manage a best diplomatic discourse4. Promoting personal and social initiatives, developing connections and original cooperation  | Leaders leading the campaign and information and in dealing with pubic diplomacy on the social networks | BDSRecognized as a personal commitment  |
| “In His Light We Will Go” volunteering of 12th graders in cities and communities that are located an hour’s travel from their place of their studies  | 1. Volunteering2. Charity3. Personal development4. Relevance (to be where you are really needed) | 1. Meeting with “charitable figures” to strengthen and create motivation2. Preparation of pupils by professionals according to areas of volunteering3. Going out to volunteer4. Organizing holidays and events in the community 5. Dialogue between 11th and 12th graders about volunteering and studying in 12th grade | 1. Volunteering for a year, 25 meetings in different fields in disadvantaged communities2. Development of responsibility and perseverance  | The initiative began in the religious sector and moved also to the secular sectorRecognized as a personal commitment |

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| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
| Voice of Age – Inter-generational program of the JDC - Israel together with Society and Youth Authority – 9th–12th grades  | 1. Intergenerational dialogue2. Dispelling myths3. Knowing the different, the ‘other’4. Respect for the heritage of the past | 1. Stages of the Program:1. Pinpointing needs and choosing the program3. Planning the activities 4. Finding a place for the activities5. Harnessing other partners for the program6. Fundraising7. Recruiting and accompanying the coordinator8. Producing a product9. Producing a concluding event10. Evaluating the program  | 1. Project planning2. initiative3. Development of a feeling of capability4. Increase in self-confidence  | Recognized as a personal commitment  |
| To be a Citizen in the State of Israel – Receiving an identity card in school | 1. To deepen the meaning of the civil identity2. To examine the connection of youth to the country3. To stand upon the essence of the ties between citizen and society and state4. To emphasize the importance of involvement and commitment to society  | 1. Lessons that deal with civics from the publication “To be a Citizen” on the following issues:1. From personal identity to an identity card2. Between the citizen and the state3. A Jewish-democratic state4. Volunteering and involvement as an expression of citizenship5. Ceremony for receiving the identity card | The pupils’ experience of receiving their identity card as accepting the “burden of Mitzvot” of the state and the society | Relevant topics in the lessons:1. A personal business card2. Israeli identity3. Melting pot4. Collective identity5. Zionist ethos6. The Law of Return The necessary stages for undertaking meaningful civil education(Inspector of the Coordinator of Civics):1. Acquiring and internalizing theoretical knowledge  |
| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  |  |  |  | 2. Analyzing current events 3. Formulating a position or civil activity |
| Social Bagrut 10th-12th grades  | 1. To motivate the pupils for social, community, and civil involvement and for social excellence2. To promote the concept of volunteering as a way of life3. To get the public to recognize the value of youth volunteering |  The program is composed of:1. Training of 30 hours per yearx 3 years in the following subjects:A. The aspect of social valuesB. The training in skills toward the chosen roleC. Accompanying and training during the activities2. Volunteering in assigned location for 60 hours per year x 3 yearsIn addition, the following is required:1. Submission of a reflection about the activities of the pupil 2. Submission of field research expressing:A. The deepening of learning in the field in which they were activeB. Raising a social-civil dilemmaC. Analysis of the problem and suggestion of a civil solution  | 1. The pupil will be exposed to the value of experience2. The pupil will receive training in the skills needed for the role he/she chooses for volunteering3. Reflective discourse with the professional accompanying adult, which will contribute to developing social insights4. The pupil will receive training how to prepare the final paper, a journal in which the pupil will express his/her perspective5. About the pupil’s activity  | Relevant subjects in the lessons:1. The values of giving, shared communal responsibility and social engagement2. To cultivate motivation for social, community, and civil involvement and commitment as a way of life  |

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| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
| Shelah 8th to 9th grades Trips until 12th grade  | 1. To nurture among the pupils a love and feeling of belonging to the country, to the people, to the society, and to the State of Israel on a continuum of past, present, and future  |  The program is based on three fields of content and methods:1. The field of knowledge: Knowledge of the country will be learned via trips, observations, the use of maps, trips in the footsteps of the Bible2. The area of awareness:Society and environment will be learned via discussions, simulation, games, development of leadership, volunteering3. The area of doing:Various skills will be learned via camping expeditions, navigation, exploration and field discoveryThe program is comprised of a number of frameworks and involves the Young Guides of Shelah at each one of them:1. Weekly hour2. A mission-based field day3. A two-day expedition 4. Trips of a number of days: 9th grade – star, | Field life and activities in a group framework sharpening the connection to the land, a connection that with the help of the program will turn eventually into a love of the land | Relevant subjects:1. Nationalism2. Sociability3. Tolerance4. Learning by experiencing5. Volunteering6. Minorities in Israel7. Meeting of religions in Jerusalem |
| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  |  | 10th grade –social journey, 11th grade – Israeli journey, 12th grade – journey from revival to independence5. Participation on the Israel National Trail, trails in Jerusalem, and different marches8th and 9th grades have built-in workshops for the weekly hour\* |  |  |
| Let’s Go to Jerusalem –5th, 7th, 10th grades in cooperation with Shelah  | 1. Strengthening the experience of the Zionist enterprise, settlement, and security2. Understanding the spiritual significance of Jerusalem across the generations  | 1. The planning and preparation phase, in which the topics relevant to the tour will be learned over the course of 4 lessons2. Going on the tour phase3. The summary phase during the hour with the homeroom teacher or with a specialty teacher. Each class has specific content to prepare and customized tours\*\* | Strengthening the connection to Jerusalem | Relevant topics:1. The connection to Jerusalem2. The survivors 3. Holocaust and resurrection4. From Zion to Zionism5. A link in the chain of the people |
| The Youth Choose Values as their Path – A program of local authorities to strengthen partnership of youth in urban activities  | 1. Preparing youth for society and cultural life and training them as active citizens who are involved in the community, the country, in schools and in other frameworks | 1. Establishing an administration of the local authority2. Character-zation – pinpointing youth’s needs 3. Decision about areas of  | Involving youth as having equal rights in all phases of the educational discourse: in thinking, in decision making, and in their implementation,  | Relevant topics:1. Public discourse2. Generating partnership3. Leadership skills4. Pooling resources |

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| **Name of Program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  | 2. Developing a systematic approach in the local authority in order to raise the subject of youth in the community to the public agenda and transforming the youth from a population that requires “service” to a leading population that initiates and advances partnerships3. Development of a systemic social-ethical program in the local authority in accordance with the objectives of the Authority for Society and Youth, Ministry of Education such as:Recruitment to the IDF, encouraging youth engagement and leadership, strengthening the components of identity in Israeli society, and more.4. Strengthening the education for values among youth5. Development of patterns that will enable direct conversation with youth6. Development of a variety of attractive and appropriate opportunities for youth in the local authority   | activity and about its framework of the program according to the objectives of the Education Ministry4. Defining policies – Formulating a vision5. Choosing a value 7. Choosing a topic for the program8. Formulating the shared aims clearly and focused 9. Formulating clear measures of successes of partnership10. Developing tools to evaluate the achievements of the partnership11. Organizing a day of authority record to present the program12. Developing an effective management structureEach phase will be carried out while preserving the principles of:1. Required attendance of the youth representatives at the meetings of  | creates fertile ground to advance the needs of the community and contributes to their willingness to function as involved and active citizens in the future | 5. Significance of the value of trailblazing |

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| **Name of program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  |  | the Authority and in staff meetings2. Advancing the involvement and partnership of youth in developing the social-ethical initiatives |  |  |
| Pupils and Youth Leadership on the Internet A center that unites existing urban leadership groups (Basic phase = buckAdvanced phase = deer) | 1. To determine a vision of settlement youth2. To develop leadership training paths in different subjects and diverse specializations3. To pool urban resources4. To create a database of young guides who are ready to undertake settlement tasks5. To develop the pride of an urban unit6. To initiate and undertake activities for all leadership frameworks7. To encourage learning of peers between the different leadership groups  | 1. The Center of Leadership will suggest five programs of educational training in the following subjects:Building groups, leadership paths, development of the identity of a leader, communications and relationships, leadership in the community, holidays and leadership2. Placement of youth in volunteer activities in the community3. Multi-disciplinary seminars for youth from different frameworks  | 1. To create2. Connections between groups of youth leadership3. A hothouse for cultivating leadership that will enable youth to realize their leadership skills and to practice them in a safe and protected environment | Relevant topics:1. Zionist leader2. Negotiations3. Shared language of a group4. Authoritarian, permissive democratic leader 5. Formal and informal social leader6. Leadership responsibility 7. Transmitting an effective and concise message |

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| **Name of program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
| Civil Headquarters  | 1. Assimilation of knowledge and values that are the foundations of the existence of the State of Israel as a Jewish and democratic state2. Advancement of programs that develop a democratic environment, ethical, civilian education and education for partnership between different groups and sectors in Israeli society  | Modes of action:1. Development of a study plan on the topics: A. Civil calendar daysB. Civil dilemmas in the Israeli mosaicC. Civil education in museumsD. Tours of the courthousesE. Freedom of expression2. Meetings of shared living between schools in different sectors A. Cultivating initiatives in the framework of activities “Shared living in shared cities” B. Creating shared educational spaces between schoolsC. Brothers /twinsD. Joint learning of pupils from different sectors and streams in different fields of knowledgeE. Meetings for dialogue between groups or schools around shared topics such as art, sport, cinema | Advancement of the area of education for democracy and for shared living in general  | Relevant terms:1. Personal and collective identity2. Principles of the democratic regime3. The public agenda4. Racism |
| **Name of program** | **Aims** | **Stages of the Program** | **Outputs** | **Comments** |
|  |  | 3. Development of units for general education to encourage dialogue and dealing with stereotypes and racism4. Professional development of teachers and allocation of teaching hours on the topics of civil education, preventing racism, and shared living |  |  |

\* Content of Shelah for 8th and 9th grades

8th grade works on “The complexity of landscapes in the Land of Israel” with the content of the “mountain workshop” being “The mountain as a cradle of the nation,” which emphasizes nationalism and tolerance; the coastal workshop, in which the educational focus is environmental conservation and development of the country; and the “valley workshop,” which cultivates socialness and independence, in addition, to experimenting with the workshop on Shelah skills in an excursion.

9th grade works on “The Land of Israel as a meeting place” with the workshop “Meeting nature in the Land of Israel,” which emphasizes the conservation of nature and development of the land; the workshop on “”Meeting of cultures in the Land of Israel,” which focuses on minorities who are citizens of Israel; the workshop “Jerusalem the capital of Israel and the meeting of religions,” which focuses on the values of nationalism and tolerance. The workshop “Our responsibility for the land,” summarizes the entire program.

It is possible to choose additional workshops: “Archaeology, research on the past for the future,” “From the pace of seasons to the pace of life,” and “Battle heritage for the people, the land, and the country.”

\*\* Content of “Let’s go to Jerusalem”

5th grade: Emphasis on “Jerusalem my capital,” tours “In the footsteps of King David,” “Leaving the City Walls,” or “Jerusalem the capital.”

7th grade: Emphasis on Jerusalem as a symbol that connects the people of Israel with the Land of Israel, tours emphasizing “I am in the chain of generations,” “The assembly of commemoration,” or “On the way to the city.” The Young Guides of Shelah will guide the pupils.

10th grade: Emphasis on “Jerusalem the capital of Israel,” tours in “Jerusalem, the capital of Israel – past, present, and future,” “Along the Municipal line,” and “Meeting of cultures, peoples, and religions.”