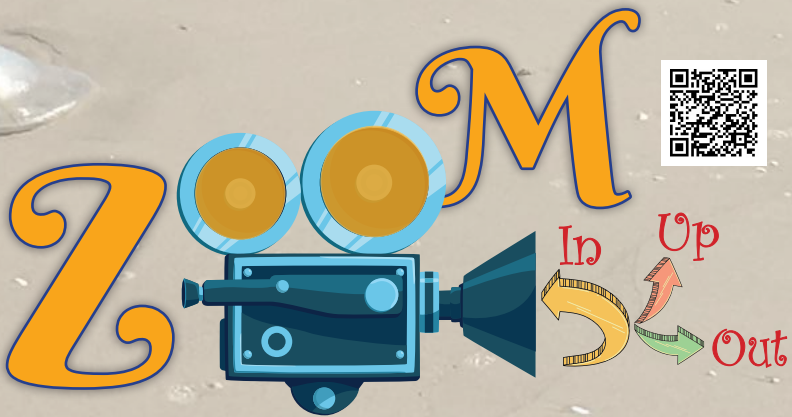




Nazareth Baptist School

Three-Dimensional Zoom Initiative



Three-Dimensional Zoom Initiative

CONTENTS

Contents	Details	Page
1. Activation cards	Various cards for class activation or in small groups in the areas of social emotional learning skills SEL and the various contents.	5
2. Picture cards	Explanation on the idea of activating the picture cards. The picture cards are in special groups.	34
3. Three dimensional zoom in training sessions	The idea of training students on the skills of creative critical thinking, observing and studying the effective surrounding conditions for the purpose of updating approaches and goals, to ensure achieving the best results for all participants. Includes: Training sessions, helpful films, numeric/ written diaries.	38

Three-Dimensional Zoom

Each one of us experiences over and over new challenges, every day and often, things that cannot be avoided in this life, for the new reality that is updated continuously with its renovations, mystery, and rapid changes along with related surprises all of these urge us and force us to observe and think and to replan and re-approach, so that each of us takes a clear position and approach concerning the new reality.

Therefore, we developed a “three-dimensional zoom” program to help each of us control the rudder of our life, its anchor, and in making wise decisions and approaches instead of leaving our lives for chaos and random approaches.

Following is a short description of the three dimensions of the initiative

1. An inner observation, Zoom in:

How did the new reality affect me personally? Or how has my daily living been affected by the new reality? Or what have I learned about myself in facing the challenges and the new reality?

2. Observation into the surrounding environment, Zoom out:

How has the new reality affected the environment surrounding me (the family, school, friends, neighborhood, community and state) or what did I learn about my environment in facing the challenges and new reality?

3. Observation into the future, Zoom up:

What will I do? How am I going to proceed? What is my look into the future (near / far)?

We trust that using this three-dimensional model and specializing daily / weekly time to think about its inclinations will help every person to achieve deeper realization of his reality and what goes on surrounding him and determine his future directives.

Three-Dimensional Zoom Initiative

The Initiative Team

The Small Initiative Team:

The thought behind the initiative, developing the initiative, setting, and developing products and tools for the initiative, translating and reviewing.

Dr. Aziz Daeem - School principal

Remah Abdo - Educational counselor

Hanaa' Lulu - Teacher of media and communications

Faten Armaly - Teacher of computer science and civics

Aziz Banna - Arabic teacher

Ruba Kardosh - Vice principal

The team also includes:

Ruba Warwar - School coordinator of special education

Abir Mansour - Educational counselor

Translation and linguistic editing and printing team:

Nedaa' But - Secretary

Eman Laham - English teacher

Lina Shaheen - English teacher

Lily Khoury - English teacher

Manal Haddad - Teacher of Arabic and religious education

Saleem Hanna - Translation into English

Helped in administering the initiative with the students:

Muna Abboud and Samar Bshara - 10th grade homeroom teachers of 2020-2021.



משרד החינוך
המינהל הפדגוגי
אגף בכיר - שירות פסיכולוגי ייעוצי

Three dimensional zoom



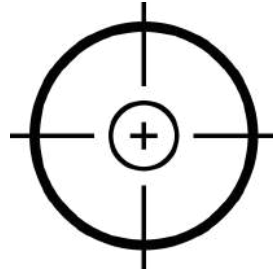
Self Observation and Self Motivation Program

Written based on an initiative developed by
The Nazareth Baptist Secondary School
led by the principal of the school
Dr. Aziz Daeem
and the educational counselor Mrs. Rimah Abdo

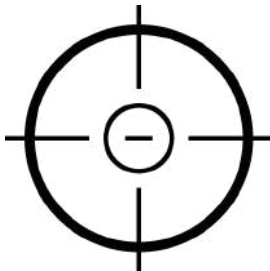
Zoom In



Personal introspection
look inside:
Self awareness



Zoom Out

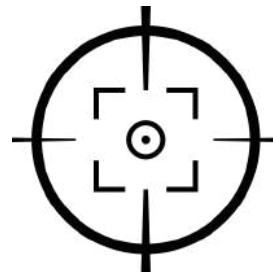


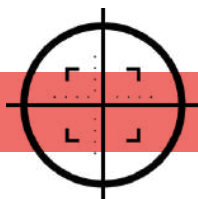
Thoughtful look towards the
surrounding environment
**Social awareness,
world enlightenment**

Zoom Up



Futuristic look - **encouraging
individual work, personal and
individual:** self directing, social
behavior, social conduct, world
enlightenment





A few words about the tool

Each of us experienced and continues to experience new challenges every day and often, a matter inevitable as long as we are on this earth. The new reality updated in content and ongoing surprising changes all these force us, to take a clear stand concerning our reality whether we desire that or not.

The tool provides the ability to search inwardly (into our self), and outwardly (those around us) and upward –(to the future), to direct and motivate us to work and take future conscious decisions concerning our personal and social conduct.

In this tool are found the skills of social emotional learning: **the inner person:** self awareness and self direction/ self administration. **The skills of dealing with others:** social awareness and social conduct, world enlightenment and responsible decision making (as explained in the previous page).

A few words about the cards

The cards are categorized according to two basic topics:

- > Types and mechanisms of three dimensional zoom.
- > Three dimensional zoom from various life situations.

The cards are suited according to age and developmental stage.

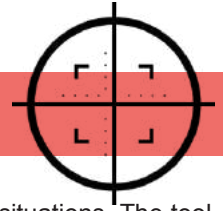
Recommendations for activation

It is recommended to use the three dimensional zoom as part of an emotional educational dialogue with the students, one on one (working in pairs) or in a group/class. In the secondary school the option also exists for individual work via the cards.

You can choose the method most appropriate for you and the nature of your work with your students

Three-Dimensional Zoom Initiative

Teacher's guide



The three dimensional zoom is a tool that can be used in different life situations. The tool allows for inner meditation (into our self), outward (to those surrounding us) and upward (to the future) to direct and motivate our self to work and make decisions concerning our future personal and social conduct. In addition, this tool gives opportunities to the students to work on learning social- emotional skills: individual and social skills.

In the present file are a group of cards: cards concerning the mechanism of three dimensional zoom, which can be used orderly and routinely in an appropriate frequency, such as a day opening card, day closing card, and a session/ meeting summary card. And other three dimensional cards from various life situations appropriate for grades 6-10, such as: **crisis solving in 3D, making decisions in 3D, time managing, goal setting, thinking and understanding the self during COVID and on normal days.**

Directions for use

Life situation cards: After locating the need for interference/observation in a class/group/ student, identify the card appropriate for the need observed. For example, making decisions: ask the students to look inside (into their selves), outwardly (to the environment), and lastly, upward (planned for thoughts / deeds / directions) according to the proposed sentences on the card. (One or more sentences may be chosen in every dimension).

When working with a group and/or class, students can be asked to relate to expressions in individual work (this can also be written) and then shared in pairs, small groups, or with the whole class. Students may also choose to do a case study on a matter that is of interest to all and present in front of the class. During the presentation allow students to comment, answer and suggest options.

Routine cards / mechanism of the three dimensions: Depending on the mechanism desired to be developed in your class / in an emotional dialogue with the students. Choose a card and answer the questions in the three dimensions with the students or present them with the options for each dimension and allow them the choice of the questions they want to answer.

With the help of the cards, we will help the students stop and ponder inwardly then look at their environment and their relationship with others and motivate themselves for individual work (self-direction / self-management) and their social relations. It is extremely important for students to receive directives from the teachers to enable them to understand the objective behind the expressions and the tool.

It is recommended to use the mechanism in an emotional educational dialogue (one-on-one, in a group and/or class) with the students.

In the secondary school, the option of individual work with the cards exists.

Three-Dimensional Zoom Initiative

Three dimensional zoom in life situations

Types / mechanisms of the three dimensions

In every session, one question / or group of questions can be chosen from each of the three dimensions:
 The activities with blue titles were written by counselors from the Ministry of Education and those written in purple were written by the staff of the Baptist School .

Solving three dimensional problems

Starting the day with the three dimensions

Making three dimensional decisions

Closing the day with the three dimensions

Three dimensional organizing and managing feelings/ self control

Summarizing a meeting or a topic

Three dimensional time managing

Prepared by the Baptist School

Three dimensional setting of goals

Activities and school trips

Three dimensional search for meaning

Test and evaluation methods

Prepared by the Baptist School

Choosing school specialty subjects (Majors)

Three dimensional observation of COVID time

Activity/ Lecture

My town its surroundings

Learning Lesson

Smoking

Self Evaluation

Violence

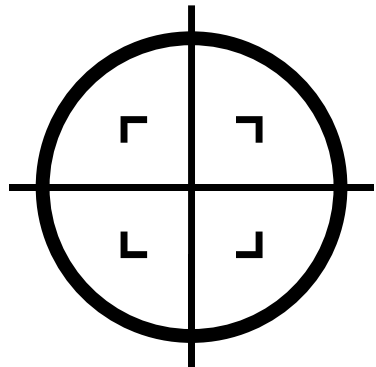
The Baptist School logo

Volunteering and giving

Living in Partnership

Treating Fatness

Physical Configuring



Three-Dimensional Zoom Initiative

Types / mechanisms of the three dimensions

Starting the day with the three dimensions

Age level:

Suitable for grade 1-12
(with guidance from the teacher)

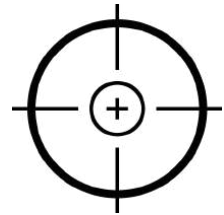


A different sentence can be chosen every day and dealt with

Inner observation - looking inward:

- > How do you feel today?
- > How did you come to school this morning? What is on your mind?
- > Do you have goals / expectations for today / important things? What are they? (Enjoyment, to play some games during recess / to share something with someone, etc. ...)

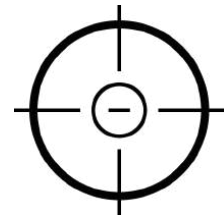
Zoom In



Observation into the surrounding environment:

- > Look around you, what do you think of the class atmosphere this morning?
- > Look into the eyes of the one sitting to your right and give him a compliment.
- > Would you like to share about what is occupying your mind with someone from the class or someone else?
- > Who can help you if you needed that today or in general?
- > Who can you help today?

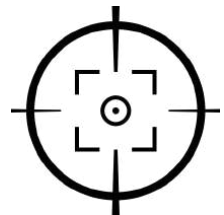
Zoom Out



Observation into the future:

- > What do you plan to focus on today?
- > What can you do to ensure your day successful?
- > What do you need? What or who can help you?

Zoom Up



Types / mechanisms of the three dimensions

Closing the day with the three dimensions

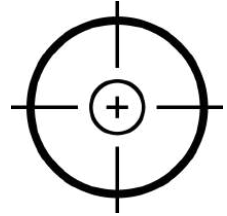
Age level:
Suitable for grade 1-12
(with guidance from the teacher)



A different sentence can be chosen every day and be dealt with

Inner observation - looking inward:

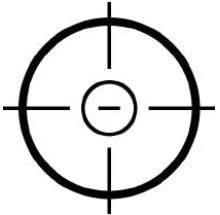
- > How was your day at school? How did you feel? How did you conduct yourself?
- > What are the things you choose to focus on as you think of your day?
- > What are three things that made you happy today?
- > What are the strengths you discovered / developed today?
- > What would you like to change in this day and how?
- > Were you able to enjoy this day?



Observation into the surrounding environment:

- > Look around you, how was the general atmosphere of the class today?
- > How do you think the day for the other students in class was?
- > Tell about a good deed you witnessed today: helping a friend/ sharing a toy/ complementing a friend, etc.
- > Did you ask anyone's help today? Who did you help?

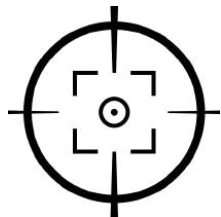
Zoom Out



Observation into the future:

- > What made you have a successful day? How can you change/ improve/ do something to make tomorrow better/ I.
- > What did you learn? What will you take with you today?
- > What do you need or what/ who can help you? Who do you want to help you?
- > What is a "good deed" that you can do in the coming days?

Zoom Up



Three-Dimensional Zoom Initiative

Types / mechanisms of the three dimensions

Age level:
Suitable for grade 6-12
(with direction from the teacher)

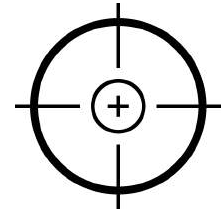
Summarizing a meeting or a topic



A different sentence can be chosen every day and be dealt with

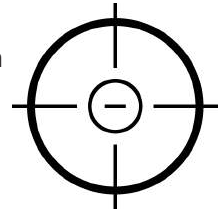
Inner observation - looking inward:

- > How was your meeting? Did you connect or enjoy the topic? How did you feel? How did you behave?
- > What did you learn about yourself?
- > Did you choose to cooperate? Did you participate?
- > What did you like about the meeting/ series of meetings on this topic?
- > Why did you not enjoy? What was missing?



Observation into the surrounding environment:

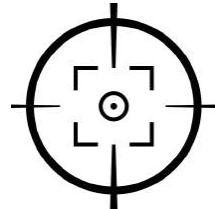
- > Look around you. What did you learn about your friends in the meeting, summarize it in three various points.
- > Did you discover something new about a friend or classmate?
- > How was the general atmosphere in your class during the meeting?



Observation into the future:

- > What are you taking with you from the meeting/ meetings? What would you like to apply?
- > What can you change/ improve differently to make you feel better in future meetings/ topics?
- > After the meeting - what do you need? What or / who can help you?

Zoom Up



Three dimensional zoom in life situations

Solving three dimensional problems

What is the problem? Where is the conflict?

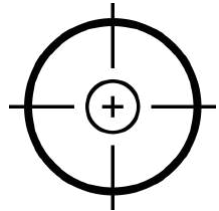
Age level:
Suitable for grade 6-12



Inner observation - looking inward:

- > What is bothering you? What do you feel or what do you think of this problem?
- > What will make you feel better? What do you want?
- > Did you face similar problems in the past? What did you do afterwards? What helped you?
- > How do you feel or think concerning the choices/ suggested solutions to the problem?

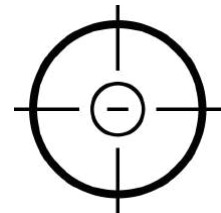
Zoom In



Observation into the surrounding environment:

- > Look around you, is the conflict (problem) about another person/ persons around you?
And according to you, how do the others involved in the conflict feel/ think?
- > Is there a solution that can improve your relationship with the social other/ environment?
- > What is the solution that suits you and the others?
- > Can you solve the problem by yourself? How can you help in solving the problem?

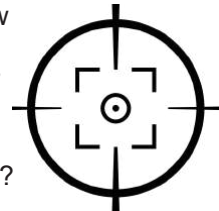
Zoom Out



Observation into the future:

- > Imagine yourself after each of the possible solutions. How do you feel concerning each of them?
- > What can be the results or implications of each solution?
- > What should you do to solve the conflict?
- > What do you need to develop a solution?
- > How do you think things will be after solving the problem?
- > How will you choose to deal with similar conflicts in the future?

Zoom Up



Three dimensional zoom in life situations

Making three dimensional decisions

Age level:
Suitable for grade 6-12



Inner observation - Looking inward:

- > What are your choices? What do you want/ prefer?
- > What is your goal? Will your decision support your goal?
- > Remember similar decisions you made in the past - how did those similar decisions affect you?
- > How do you feel concerning the decision? The fears you face?
- > What are the supporting opposing arguments? (You can make a chart)
- > What are the positives and negatives of the decision? (You can make a chart)

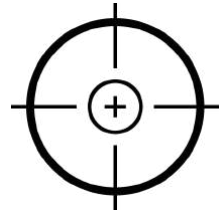
Observation into the surrounding environment:

- > Look around you, how do you think your decision will influence others?
- > How will others feel/ interact with your decision?
- > Do you think that the decision will improve your relationship with the others/ environment surrounding you?
- > How important are the opinions of those around you?
- > Who can help you or who can you consult in making the decision?

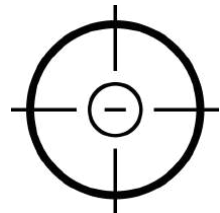
Observation into the future:

- > Imagine you made a decision, how do you feel about that?
- > What should you do to implement your decision?
- > How do you think things will go after making the decision?
- > What will happen in the future - how will you move forward? What will you need to go forward in implementing your decision?

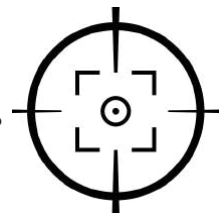
Zoom In



Zoom Out



Zoom Up



Three dimensional zoom in life situations

Three dimensional organizing and managing feelings/ self control

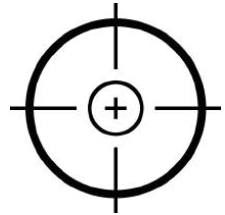
Age level:
Suitable for grade 6-12



Inner observation - Looking inward:

- > What is your goal?
- > How do you feel? How excited are you from 1-10? How does your body express your feelings? (sweat/ hot/ shiver/ other feelings). How do you behave when those feelings arise?
- > What are the thoughts that come to mind?
- > Are the thoughts that seem logical - are they truly so?

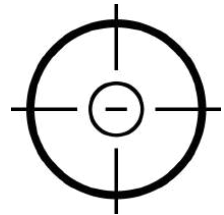
Zoom In



Observation into the surrounding environment:

- > Look around you, are your feelings connected to those around you? Or to something someone did or said?
- > What does the other person feel?
- > Why do you think he behaved the way he did?
- > How much do you let others control you or your thoughts?
- > Who can calm you and your feelings?

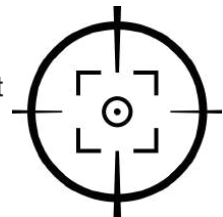
Zoom Out



Observation into the future:

- > What logical thoughts can meet the thoughts you are having?
- > What can you tell yourself to remind it to not behave rashly/ to calm oneself?
- > The person can write the logical thought as a note and put in a noticeable place.
- > What can help you relax/ calm yourself? What actions/ behaviors?
- > How will you behave in the future when you feel angry again?

Zoom Up



Three-Dimensional Zoom Initiative

Three dimensional zoom in life situations

Age level:
Suitable for grade 6-12

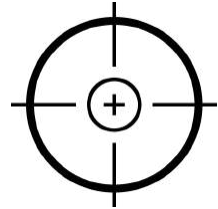
Three dimensional time managing



Zoom In

Inner observation - Looking inward:

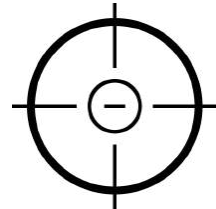
- > What are the tasks, activities and desires that you face daily (study/ courses/ friends/ electronic games/ sleep)? How does this list of tasks make you feel?
- > Look at every aspect of life/ tasks/ activities and calculate the amount of time you invest (from 1-10) in each of them.
- > What are the things important to you? Where do you want to invest more time and effort? Where do you need to reduce the amount of time spent?



Zoom Out

Observation into the surrounding environment:

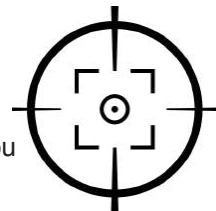
- > Think of the tasks/ jobs that rely on or are connected to others?
- > What are the things that can be considered "waste of time" for you?
- > What can help you manage your time and help you organize all the tasks and activities?



Observation into the future:

- > How can you manage your time? Who or what can help you?
- > What are the steps you will take to reduce the amount of time specified for certain areas you choose, and the steps that you will be able to take to move forward in the tasks you choose to focus on?
- > What's next? How will you move forward in the future?

Zoom Up



Three dimensional zoom in life situations

Three dimensional setting of goals

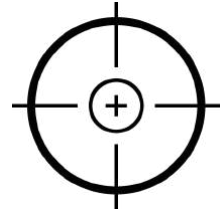
Age level:
Suitable for grade 6-12



Zoom In

Inner observation - Looking inward:

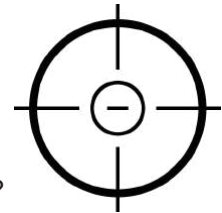
- > What are the things you want to accomplish (socially/ academically/ behaviorally/ personal dreams, etc.)?
- > What is the goal you would like to set for your self? How will you feel when you fulfill the goal?
What are you really doing to fulfill your goal?
- > What are the characteristics or personal skills that help you in fulfilling your goals?
- > What are the personal difficulties that may hinder setting and fulfilling your goals?



Zoom Out

Observation into the surrounding environment:

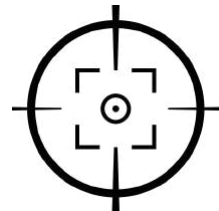
- > Look around you, is your goal connected to another person or dependent on you?
- > Can someone else help to go forward in fulfilling the goal?
- > Is there someone preventing you from fulfilling your goal? How? Who can help?



Zoom Up

Observation into the future:

- > How can you fulfill your goal? What are the steps that you can take to move forward in fulfilling your goal? What should you do?
- > Who or what can help you fulfill your goal?
- > How can you reduce the barriers that may hinder you from fulfilling your goal?
- > Where should you start?



Three dimensional zoom in life situations

Three dimensional search for meaning

Age level:
Suitable for grade 6-12



Inner observation - Looking inward:

- > What are the important things that are valuable to you?
- > How much time and effort do you specify for these things?
- > What prompts you, even when you don't have the energy? (family/ social belonging/ giving/ nature/ part of something big/ hobbies/ different goals, etc.)
- > How much time and effort would you like to specify for them?
- > Do you feel that the valuable things for you are good for you? Help you grow? Support you? How?

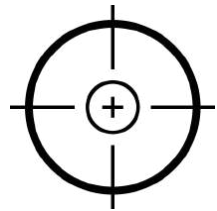
Observation into the surrounding environment:

- > Look around you, what are the things that matter to you? How are they connected to others?
- > What do those around you think of the things that are important to you?
- > How important is their opinion to you? How does it affect you?
- > Who can support you to move forward in the things important to you?

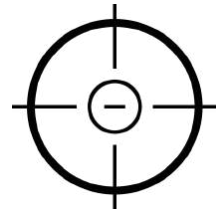
Observation into the future:

- > How can you give more space in your life for matters that count and are important to you? Who can help you in that?
- > What are the measures that you will take to succeed in allowing more space and time in your life for those meaningful-to-you matters? Try to include those matters into your schedule.
- > Try to find other matters that may be important to you and the steps needed to fulfill them.

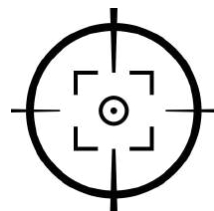
Zoom In



Zoom Out



Zoom Up



Three dimensional zoom in life situations

Three dimensional observation of COVID time

Age level:
Suitable for grade 6-12



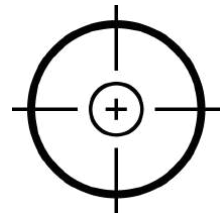
The contents on the cards were written by **The Nazareth Baptist School** led by its principal Dr. Aziz Daeem and the educational counselor Remah Abdo, who together developed the three dimensional mechanism as an educational initiative.

To view the material developed by the school you can [press here](#).

Inner observation - Looking inward:

- > What did I learn about myself in the changing life situations?
- > How do I deal with the shifting conditions (study/ family/ daily life)?
- > How did the new reality affect me personally? Or how has my daily life been influenced from the new reality?
- > How do you evaluate yourself in comparison with those around you?

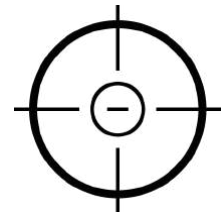
Zoom In



Observation into the surrounding environment:

- > Look around you, what did you learn about your environment and about others?
- > How do people around you deal with the new reality?
- > How do you evaluate yourself in comparison to those around you?
- > Who can help you in the time of need?
- > Who needs your help?

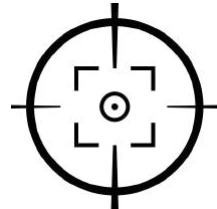
Zoom Out



Observation into the future:

- > What are your conclusions about yourself, your environment in light of difficulties and the changing circumstances?
- > What are your future steps? How will you proceed?

Zoom Up



Types / mechanisms of the three dimensions

Activities and school trips

Age level:
Suitable for grade 6-12

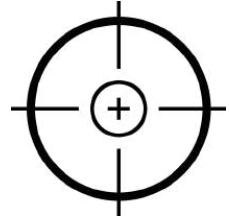


Card prepared by Dr. Aziz Daeem, Principal of the Nazareth Baptist School

Inner observation - Looking inward:

- > What is your general opinion of trips or school activities? Do you like them and look forward to them?
- > What feelings do you have before, during and after school trips or activities outside the school?
- > What do you like the most in trips and activities?
- > How do/ will you deal with issues that may arise during a trip or activity? Give an example.
- > What is your role in the success of a trip or activity? What will you do to make them successful?
- > What did you learn about yourself/ your character through out-of-school activities?

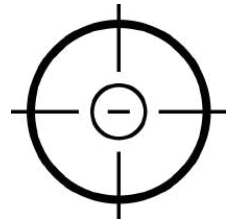
Zoom In



Observation into the surrounding environment:

- > What do you know about the trip or activity: destination, arrangements? Fun activities and risks?
- > How do you expect your friends to behave during the trip/ activity?
- > What do you expect for the class during the trip/ activity?
- > What are the risks or problems that may occur? Can they be avoided/ risk reduced? How do you suggest dealing with them in case they happen?
- > What procedures should be taken in case of negative behavior happening?
- > How do you evaluate yourself comparing to the those around you concerning the success of the trip/ activity?
- > What did you learn about your classmates and teachers in the out-of-school activities?

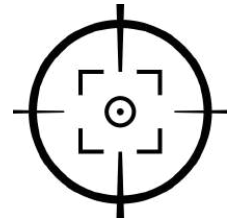
Zoom Out



Observation into the future:

- > What are the measures we agree on to make the trip/ activity successful?
- > How do you expect the trip/ activity to be?
- > What can we do to make the trip/ activity more successful, more fun and safer?

Zoom Up



Types / mechanisms of the three dimensions

Test and evaluation methods

Age level:
Suitable for grade 6-12



Card prepared by Dr. Aziz Daeem, Principal of the Nazareth Baptist School

Inner observation - Looking inward:

- > What is your general opinion concerning tests? What experiences do you have with tests?
- > What are the feelings you have before, during and after the test?
- > Are you anxious about tests? Does this fear of tests influence you in a positive or negative way?
- > What are your strong and weak points about tests? How will you strengthen the positive points? How will you improve your performance concerning the weak points?
- > How do you prepare for your test?
- > What did you learn about yourself/ personality during test season, during the test and after it?

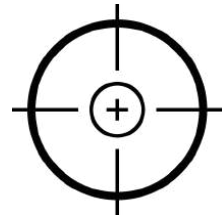
Observation into the surrounding environment:

- > What do you know about the test?
- > What do you know about your classmate's opinion of the test?
- > What do you know about your classmates and their general feelings of the test? How do they feel about the test coming up?
- > How do you evaluate yourself in relation to those around you concerning being prepared for the test? What else will you do?
- > What did you learn about your classmates and teachers in relation to the test?

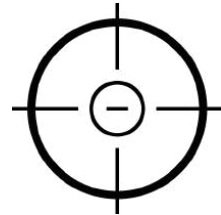
Observation into the future:

- > What are the measures and values that are important to follow in tests, and that you and your classmates are to commit to? What do you think concerning the integrity, justice and accountability of the test?
- > Are there measures and values specific of the teacher responsible for the test? What are they?
- > What can you do to achieve the best results?
- > What is the personal vision which directs you in your tests?

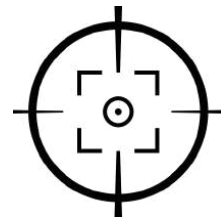
Zoom In



Zoom Out



Zoom Up



Types / mechanisms of the three dimensions

Choosing school specialty Subjects (Majors)

Age level:
Suitable for grade 6-12

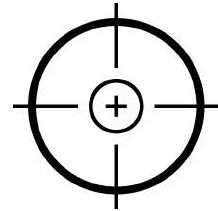


Card prepared by Dr. Aziz Daeem, Principal of the Nazareth Baptist School

Inner observation - Looking inward:

- > **Your approaches:** What would you like to learn? Which specialty is more important to you? Grade the specialties according to your interest.
- > **Your abilities:** What are your abilities? Strong points and weak points in learning/ achieving?
- > **The essence of the specialties:** Acquiring the most information about the specialties possible, their essence, content and requirements.
- > What are your strong points and weak points concerning the specialties that interest you? How will you strengthen your points of strength? How will you improve concerning the weak points? Grade the specialties according to you expectations of success.
- > What are your true motives behind your choices? What will you do to fulfill your goals?

Zoom In

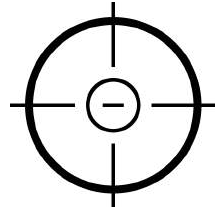


Observation into the surrounding environment:

Experience:

- > What is the experience of the students who took these specialties?
- > What expertise does the school have concerning the specialties and their requirements?
- > What do you know about each of the school specialty subjects?
- > What do you know about positions and approaches of your classmates concerning the various specialties?
- > What did you learn about your classmates and teachers concerning the specialties?
- > What are the options that you can choose from outside the school (Academia in secondary school, external specialty in music, etc.)?

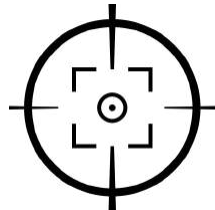
Zoom Out



Observation into the future:

- > What are the most important considerations to be noticed while choosing the appropriate specialties?
- > What can you do to achieve the best results to fulfill your goals?
- > What is your personal vision concerning the future?
- > Where/ and who will you be ten years from now?

Zoom Up



Three dimensional zoom in my environment

My town its surroundings

Age level:
Suitable for grade 6-12



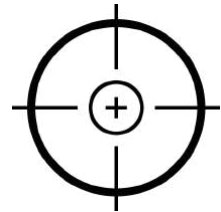
Card prepared by Dr. Aziz Daeem, Principal of the Nazareth Baptist School

Inner observation - Looking inward:

Determining the direction of study and choosing what is suitable: The neighborhood you live vs. the other neighborhoods or the town you live in vs. and adjacent town/s?

- > What do you know about the neighborhood/ town you live in? Characteristics and lacking.
- > Do you like the neighborhood you live in/ your town? Are you satisfied?
- > How do you adapt to your environment? How do you influence your environment?

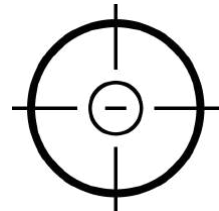
Zoom In



Observation into the surrounding environment:

- > Look around you in the nearby neighborhoods/ towns. What do you know about them? Characteristics and lackings?
- > What do you know about the satisfaction of the population in the nearby neighborhoods/ towns of their living area? Of their love for and holding onto the place?
- > How do those around you evaluate your living place? And what do you think of their evaluation?

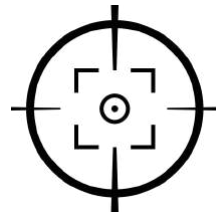
Zoom Out



Observation into the future:

- > What are your conclusions about your neighborhood/ town in light of the study and life experiences? How will you move forward?
- > To what extent is your living area ready for the changing life circumstances vs. the areas around you?
- > What are the future steps that you see important to be developed in your area? How will you move on? What can you do? Who can help and share your steps?

Zoom Up



Three dimensional zoom in life situations

Smoking

Smoking in front of the three dimensional zoom lenses

Age level:
Suitable for grade 6-12

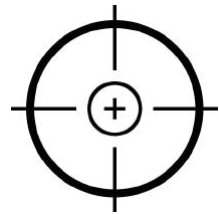


Card prepared by Dr. Aziz Daeem, Principal of the Nazareth Baptist School

Inner observation - Looking inward:

- > What facts do you know about smoking?
- > What is your opinion concerning smoking/ bubbly?
- > What do you know about legislation for smoking for the different ages? What do you think about that?
- > Can smoking affect you? How?

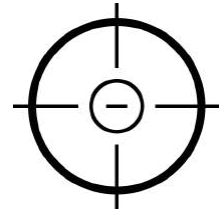
Zoom In



Observation into the surrounding environment:

- > What do you know about your classmates opinions and behavior concerning smoking?
- > How does social pressure affect you/ others concerning the habit of smoking?
- > What are the limitations and procedures enforced by the ministry laws/ school laws about smoking at a young age? What do you think about that?
- > Is the habit of smoking a kind of addiction? Clarify your opinion.

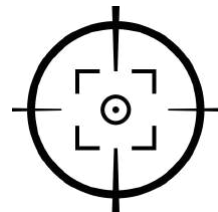
Zoom Out



Observation into the future:

- > Who can help if someone wants to quit smoking?
- > What is your opinion about developing a bulletin board or a chart to increase awareness concerning smoking? Posting information about its damage and result of scientific research in that concern.
- > What can you do for your health and the health of your classmates? How will you move forward?

Zoom Up



Three dimensional zoom in life situations

Age level:
Suitable for grade 6-12



Violence

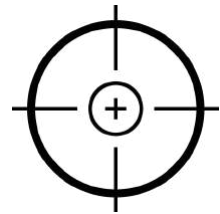
Violence in front of the three dimensional zoom lenses

Card prepared by Dr. Aziz Daeem, Principal of the Nazareth Baptist School

Inner observation - Looking inward:

- > What is violence? What are the kinds? What facts do you know about the different kinds of violence?
- > What is your position on violence **of all** kinds? How do you define yourself in relation to violent behavior: Are you a violent person? Clarify.
- > Remember a violent act that happened to you? How was it dealt with? Are you satisfied with what happened? Share and discuss.
- > What effect do violent events have on your life and mood?
- > What do you do to live in peace?

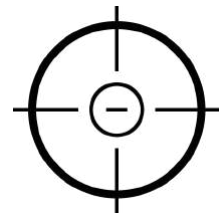
Zoom In



Observation into the surrounding environment:

- > How do you see the reality of our community concerning violence?
- > What do you know about viewpoints and behavior of your classmates concerning violence?
- > How much does social pressure influence you/ others concerning violence?
- > What are the limitations and procedures imposed by the ministry laws/ school laws concerning violence in its kinds? What is your opinion?
- > Where can violence lead to?
- > Is there a treatment to prevent violence or to stop it? Express.

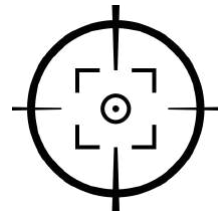
Zoom Out



Observation into the future:

- > What do you think of a creativity contest which will urge students to create artistically (drawing/ photography/ music/ singing/ writing and composing) against violence and encouraging peace? What will your contribution be?
- > How about about developing a bulletin board or a chart to increase awareness concerning violence in all its kinds? Posting information on the brutality of violence and its results and increasing awareness of the importance of good relations and peaceful living.
- > What can you do to fight violence/ stop it/ reduce it?
- > What can you do to spread peace in your home, school and community? How will you move forward?

Zoom Up



Three dimensional zoom in life situations

Volunteering and giving

Volunteering and giving in front of the three dimensional zoom lenses

Age level:
Suitable for grade 6-12



Card prepared by Dr. Aziz Daeem, Principal of the Nazareth Baptist School

Inner observation - Looking inward:

- > What is volunteering? What is giving? What is the reaction between them?
- > How do you see volunteering and giving?
- > Share about a volunteer/ giving act that you participated in? How did you feel? What benefit did you get out of it?
- > What are the areas of giving that interest you?

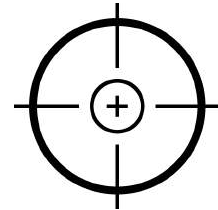
Observation into the surrounding environment:

- > How important is volunteering and giving in our world today?
- > What do you know about volunteering and giving in our community?
- > How would you evaluate the condition of our community in relation to volunteering and giving?
- > What do you know about your friends' role in the areas of volunteering and giving?
- > In your opinion, what is the role of volunteering and giving in the building up and growth of the equal person of the volunteer? In the development and progress of the community?

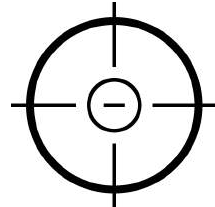
Observation into the future:

- > How can we offer voluntary and giving services in our community?
- > What is the vision that guides you in the service of volunteering and giving? What can you offer to those around you through it? What benefit will you gain from this service? How can you plan a service of volunteering and giving that you will do in the future?
- > What is your understanding of the saying: "It is more blessed to give than to receive". (Acts 20:35)?
- > Explain your thoughts on the saying: "Whoever sows sparingly will also reap sparingly, and whoever sows generously will also reap generously. Each of you should give what you have decided in your heart to give, not reluctantly or under compulsion, for God loves a cheerful giver." (2Corinthians 9:6-7)?

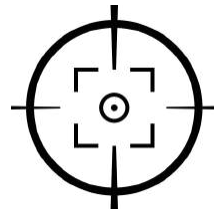
Zoom In



Zoom Out



Zoom Up



Types / mechanisms of the three dimensions

Activity / Lecture

Age level:
Suitable for grade 6-12

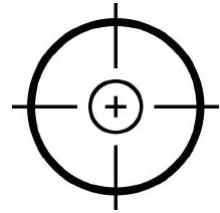


Card prepared by Dr. Aziz Daem, Principal of the Nazareth Baptist School

Inner observation - Looking inward:

- > What are your expectations of the activity/ lecture?
- > What are the measures that direct you in this activity/ lecture?
- > How will you contribute to the success of the activity/ lecture? What are the practical things you will do?
- > What will you do to show respect to those in charge of the activity/ lecture and the activity program and location?

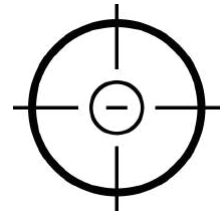
Zoom In



Observation into the surrounding environment:

- > What are the expectations of your classmates of this activity/ lecture?
- > How can your classmates contribute to the success of the activity/ lecture?
- > What are the practical issues that need to be noticed for the success of the activity/ lecture?
- > What are the measures that everyone is to commit to?

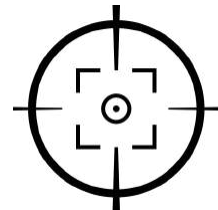
Zoom Out



Observation into the future:

- > What are your impressions of the activity/ lecture? How did the activity answer your expectations?
- > What is your classmates impression of the activity/ lecture?
- > What can be contributed to increase benefit from future activities/ lectures?
- > What did you learn/ benefit?
- > How will this activity/ lecture help you? Where will you take what you learned?

Zoom Up



Types / mechanisms of the three dimensions

Learning lesson

Age level:
Suitable for grade 6-12

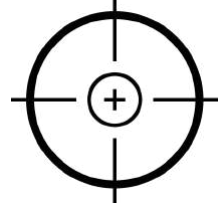


Card prepared by Dr. Aziz Daeem, Principal of the Nazareth Baptist School

Inner observation - Looking inward:

- > What are the values that shape your behavior during a learning lesson?
- > What are the learning skills that help you benefit from the lesson?
- > Mention a learning/ life skill before the lesson you need so that what you benefit from the lesson will be greater?
- > What are your rights during a learning lesson? What are your duties during a learning lesson?
- > What are the makings of a successful lesson in your opinion?
- > What can make the learning lesson more useful and practical?

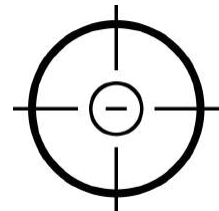
Zoom In



Observation into the surrounding environment:

- > What are the values that shape the behavior of your classmates during the lesson?
 - > In your opinion, what are the learning skills that help your classmates to benefit from the lesson?
 - > What are the rights and obligations of the students during the learning lesson?
 - > How can variety in the teaching and evaluating methods and the expected results contribute to increasing the level of the lesson?
- Give some examples of expected methods and results.

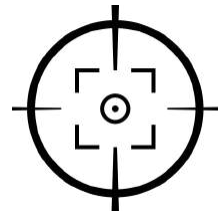
Zoom Out



Observation into the future:

- > What are your impressions?
- > How can you add to the level of what you are benefitting from the learning lesson?
- > How can contribute to increasing the practical benefit of the lesson?
- > How can the teacher add to the quality of the lesson and its benefits?

Zoom Up



Types / mechanisms of the three dimensions

Self Evaluation

Evaluation from 1-10 according to cards spread on the floor and the participant has to stand next to the evaluation that reflects him along with an explanation according to the question asked.

Age level:

Suitable for class 10 - 12



Card prepared by teacher: Hanna' Lulu

Inner observation - Looking inwardly:

- How satisfied are you of the first semester (in general)?
- How satisfied are you of the science-specialty choice?
- How satisfied are you of your technology specialty choice?
- How satisfied are you of your grades/ results in the first semester (which subjects are you satisfied with and which are you not?)
- How satisfied are you of the effort that you put into studying?

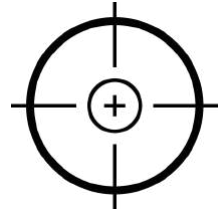
Observation into the surrounding environment/ school/ class:

- How satisfied are of the atmosphere in your class?
- How satisfied are you of the school?
- How satisfied are you of your social friendships/ relationships?
- How satisfied are you of the lessons: how the material is passed on/ method of teaching/ training?
- How satisfied are you that the school is preparing for future life and developing your skills?

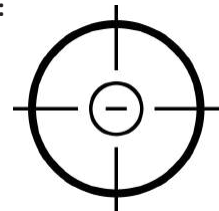
Observation into the future:

- What is the change required from you to improve your results/ achievements?
- What is required of you and of others to improve the atmosphere in class/ school?
- What is the change required for preparing you for bagrut?
- What is the change required for preparing you for life and the future?

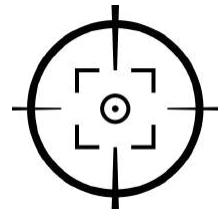
Zoom In



Zoom Out



Zoom Up



Three dimensional zoom in life situations

Living in partnership

Age level:
Suitable for grade 6-12

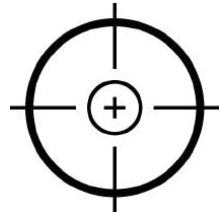


Card prepared by Dr. Aziz Daeem, Principal of the Nazareth Baptist School

Inner observation - Looking inward:

- > How do you view acquaintance meetings between various cultures? And living in partnership meetings?
- > What feelings do you have in these meetings? Express.
- > What thoughts come to mind in preparing for the meeting?
- > What is your role in acquaintance/ partnership living meetings? How do you mix in such meetings? Give an example of your behavior/ mixing/ active participating.

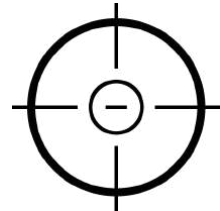
Zoom In



Observation into the surrounding environment:

- > How do your classmates view meetings of acquaintance/ living in partnership? Why in your opinion?
- > What feelings may the participants have in such a meeting?
- > What roles could the participants play in the meeting?

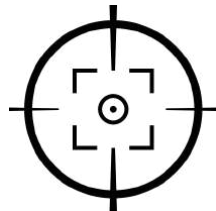
Zoom Out



Observation into the future:

- > How do these meetings contribute to my view of the other?
- > How do these meetings contribute to the communication between persons from various backgrounds? Clarify.
- > According to what you benefitted, what will you do for the coming together of people from various backgrounds and culture?
- > Try to give a practical approach to a near meeting.

Zoom Up



Three dimensional zoom in life situations

Treating Fatness

A card in the area of health

Age level:
Suitable for grade 6-12



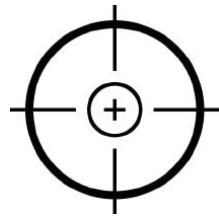
Card prepared by: Samar Bshara

Introduction: Discussing the issue of excessive fatness in children and teenagers is somewhat a sensitive matter, and therefore it is important to make sure of the psychological and emotional readiness of the student when using this card. This card is for individual use and only in accordance with the students desire.

Zoom In

Inner observation - Looking inward:

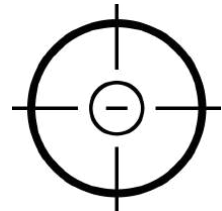
- > How much are you troubled by the excessive fatness?
- > What are your favorite activities and is practicing them hindered due to your fatness?
- > Have you tried reducing your weight and treating fatness? How did you feel? Did you succeed even a little? What are the challenges that you faced and how did you overcome them?
- > What's your opinion of people who suffer excessive fatness?
- > Do you think there are ways to treat excessive fatness and overcome it?



Zoom Out

Observation into the surrounding environment:

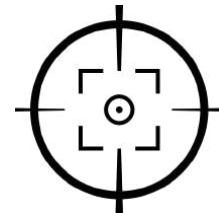
- > Do you think your treating fatness will affect your social status and your social relationships?
- > How do you think those around you can help you (your parents or friends) to support you to reach your goal?
- > Do you think joining a support group can encourage you to maintain?
- > Who can help you in treatment? How?
- > How important is the encouragement of others for you and their support in the process of the treatment?



Zoom Up

Observation into the future:

- > What is the healthy lifestyle you will adopt to reach or maintain a suitable weight for your body (without excessive fatness or excessive thinness)?
- > What will you need to finish the process and get to the weight you wanted? How will you look at yourself after accomplishing the task / the treatment?
- > How will reducing your weight affect you psychologically and physical status and state? Clarify.



Three dimensional zoom in life situations

Physical Configuring

A card in the area of health

Age level:
Suitable for grade 6-12

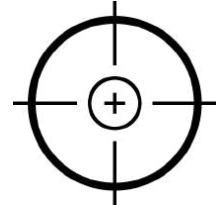


Card prepared by: Samar Bshara

Zoom In

Inner observation - Looking inward:

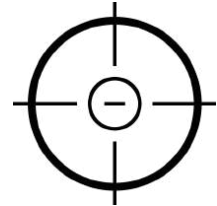
- > What is your evaluation of your exterior look/ your body? (1 Totally not satisfied – 5 extremely satisfied).
- > Do you see a necessity in following a healthy lifestyle?
- > What can prevent you from following a healthy lifestyle?
- > Do you keep up regularly with sport exercises?
- > Do you keep a schedule of sufficient hours of sleep as being part of the healthy lifestyle?



Zoom Out

Observation into the surrounding environment:

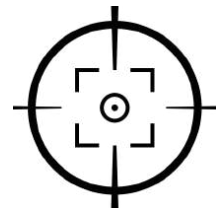
- > How do you think your exterior image affects your social status?
- > Do you prefer doing sport exercises alone or with a group?
- > Are your eating-healthy –habits influenced if your eat with other people?
- > How will others around you be affected to your following of a healthy lifestyle?
- > Who can help and encourage you to keep a healthy lifestyle?



Zoom Up

Observation into the future:

- > How do you see your exterior image a few years from today?
- > How can you help in spreading the importance of following a healthy lifestyle?
- > What need to change to encourage you to keep up with following a healthy lifestyle?
- > What measures need to be taken or changed in your daily life that will help you maintain a healthy lifestyle?



Types / mechanisms of the three dimensions

The Baptist School logo

in three



Age level:
Suitable for grade 6-12



dimensions

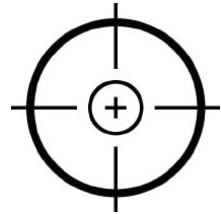
Card prepared by Dr. Aziz Daem, Principal of the Nazareth Baptist School

Inner observation - Looking inward:

There are three components in the center and they are : the fish, the book and the sail.

> Think of the connotation of each of the symbols and what inspiration do you get from them concerning your school like and practical life?

Zoom In



The outer dimension :Observation into the surrounding environment:

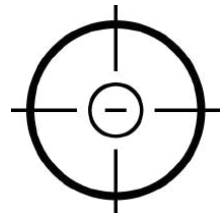
Surrounding the center in a circular shape in the name of the school in turquoise (Merging of blue and green) which also includes its relatedness to the city of Nazareth.

> What does the Baptist Schools mean to you? How should its relatedness to the city of Nazareth be deepened?

> What are the strong points of the school? What are the points that need improving?

> How do you answer when asked about the school?

Zoom Out



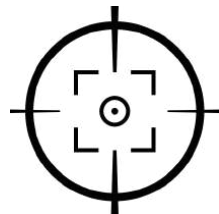
The future dimension: Observation into the future:

The light rays beaming in circular form to all directions.
> What is the role of the school in the building-up of the rising generations? How should it do that?

< How can our school be the light on the stand for its students, community and the world?

> "Be salt (for the earth) and the light (for the world)" is a theme the school adopts and describes the message it desires its students and graduates to carry. How can this approach be accomplished?

Zoom Up





Nazareth Baptist School

Picture Cards to activate the "three-dimensional zoom" initiative



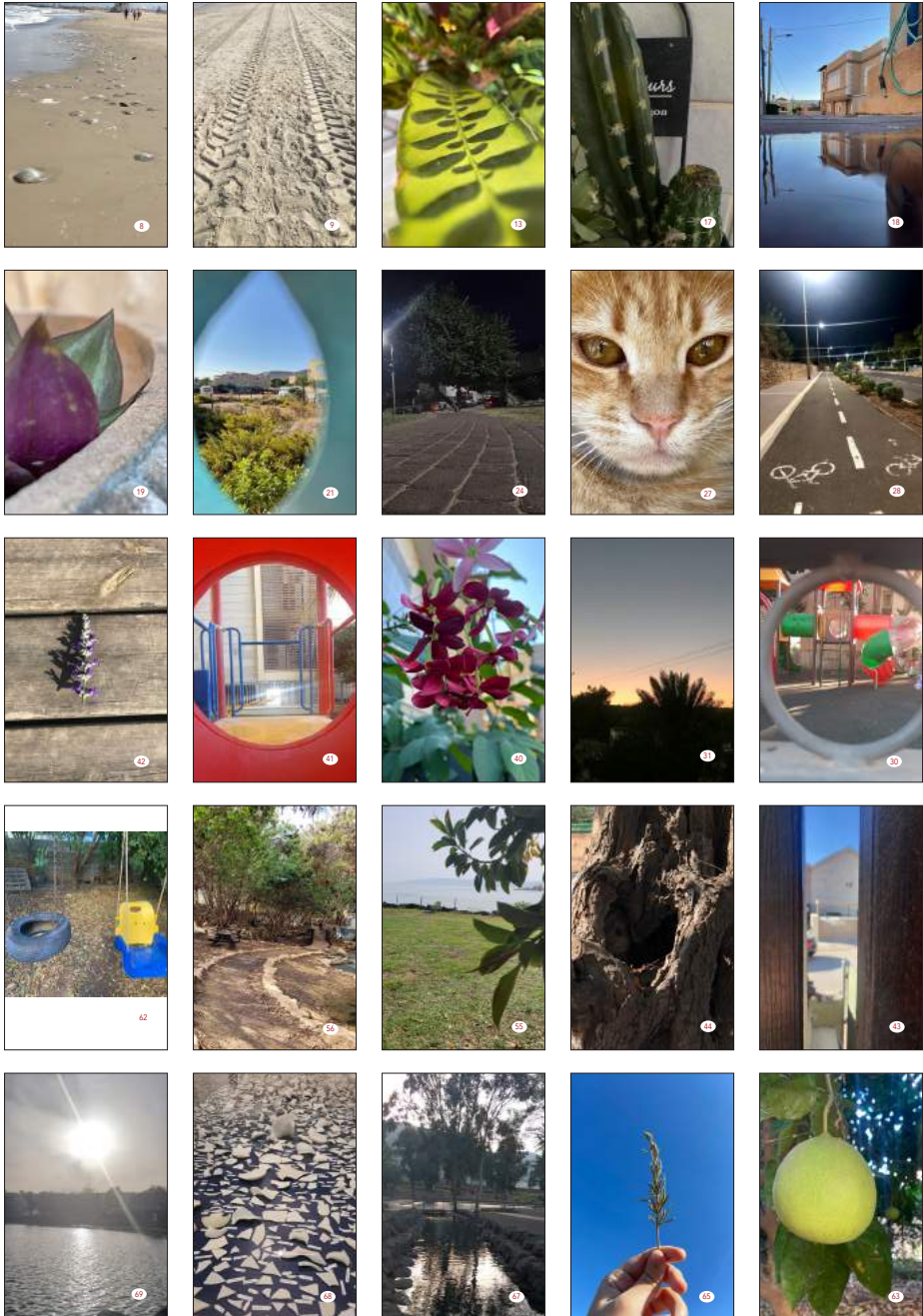
Guiding questions and various ways of activating:

1. Choose a card through which you will introduce yourself with.
2. Choose a card by which you can best describe your feelings.
3. Choose a picture that expresses your feelings at the end of the meeting. What are you leaving with?
4. At the beginning of the meeting or at the end: randomly pick a card - what message did you get?
5. Each person is to choose two cards that draw your attention and then the group can be divided into pairs or threesomes to try and put together a short story out of the cards.
6. Choose a card that expresses something you learned today in the meeting.
7. Choose a card to gift yourself with.
8. Choose a card or picture to gift to the person sitting next to you ... what is the message that you would like to convey to him/her?
9. Choose a card by which you express points of strength or weakness in you or things that you would like to improve.

Three-Dimensional Zoom Initiative



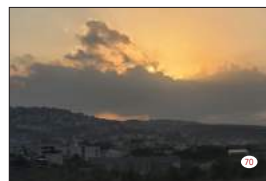
Three-Dimensional Zoom Initiative



Photos by:

- **Students:** Aleen Naser, Randa Rahal, Mass Asad, Daniel Shaloufi , Samar Geraisy , Rama Azzam, Fuad Haddad, Atif Arram, Celine Ashkar , Lana safadi, Essa Warwar, Maria Farah, Maria Abu Khadra , Laura Sayegh , Christian Kasabri , Lydia Kamhawi, Nour Nseir, Yareen Abdu, Yasmine Abu Nuwara
- **Dr. Aziz Daeem, Mrs. Hanaa Lulu.**

Three-Dimensional Zoom Initiative



Three-Dimensional Zoom in Training Seminars

Each one of us experiences over and over new challenges, every day and often, things that cannot be avoided in this life, for the new reality that is updated continuously with its renovations, mystery, and rapid changes along with related surprises all of these urge us and force us to observe and think and to replan and re-approach, so that each of us takes a clear position and approach concerning the new reality.

Therefore, we developed a “three-dimensional zoom” program to help each of us control the rudder of our life, its anchor, and in making wise decisions and approaches instead of leaving our lives for chaos and random approaches.

Following is a short description of the three dimensions of the initiative along with a suggestion as to how to operate the initiative through the training sessions:

1. An inner observation, **Zoom in:**

How did the new reality affect me personally? Or how has my daily living been affected by the new reality? Or what have I learned about myself in facing the challenges and the new reality?

2. Observation into the surrounding environment, **Zoom out:**

How has the new reality affected the environment surrounding me (the family, school, friends, neighborhood, community and state) or what did I learn about my environment in facing the challenges and new reality?

3. Observation into the future, **Zoom up:**

What will I do? How am I going to proceed? What is my look into the future (near / far)?

We trust that using this three-dimensional model and specializing daily / weekly time to think about its inclinations will help every person to achieve deeper realization of his reality and what goes on surrounding him and determine his future directives.

Tools of the Three-Dimensional Model:

Following is a short explanation about the tools of the model:

1. Five sessions to aid in better understanding of the model dimensions:

The first session: Aims at getting closer to the students of the group and learning the different skills of the “zoom” in addition to presenting the digital diaries.

The second session: Aims at better understanding the concept of “zoom in”, through which the student gets to know himself better, his points of strength, characteristics ...

The third session: Aims at understanding the term “zoom out”, through which the students look at the environment surrounding them (family, school, friends, neighborhood, community and state).

The fourth session: Aims at understanding the term “zoom up”, an observation into the approaches. What will I do as a student? How will I progress? What is my approach concerning the future (near / far)?

The fifth session: Summarizing the process the student went through in the sessions and presenting the personal daily diaries.

2. Films About the Model:

The first film: A film presenting the “zoom” skill and its three levels.

The second film: A film that presents the relationship between man and the environment surrounding him, the necessity of caring for it and belonging to it.

The third film: A film that presents the productions of the students from the corona period, their ability to learn new skills and adapt in pressing times.

3. Digital Diaries:

The student is accompanied in the process and helps him to think of himself and his environment and future. He develops the ability of individual thinking and evaluating.

The following pages show an example of the digital diaries.

Barcode to tools of the model



Three-Dimensional Zoom Initiative

Digital Diaries “Three-Dimensional Zoom” Diaries



Sign up

Name: _____

Family: _____

Date of birth: _____

We write a thought ... we write an expression

We take a photo ... to keep the memory

“Inside us is a pearl ... come let’s look for it

And let the lens accompany us ... to document the moments”



On the next page is an example of the diary form, it can be copied and be used.

Three-Dimensional Zoom Initiative

Examples of “three dimensional zoom diaries”

1 What have I learned about myself in this period?

#Zoom In

On this side we add the picture	On this side we add the written comment
	


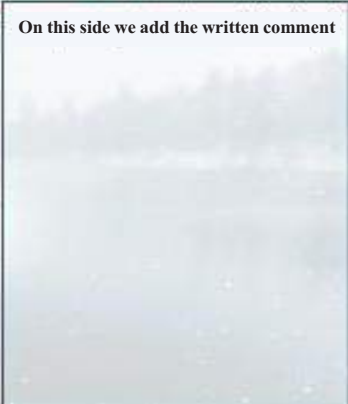
1 How will this help me in my future? In the near future (within the next month(s)) - In the far future (in the coming years)?

#Zoom Up

On this side we add the picture	On this side we add the written comment
	

1 What did I learn about my environment (my parents, teachers, colleagues or others) during this period?





#Zoom Out

On this side we add the picture	On this side we add the written comment
	

Three-Dimensional Zoom Initiative

	<p>Digital page of the Zoom Initiative</p>
	<p>Activation cards in Arabic</p>
	<p>Activation cards in Hebrew</p>
	<p>Activation cards in English</p>
	<p>Three dimensional zoom in training sessions</p>

Three-Dimensional Zoom Initiative

	<p>Guiding questions and various ways of activating the Picture cards</p>
	<p>Digital Diaries</p>
	<p>Online flyer of Shefi.net “From every place”</p>
	<p>Online flyer of Shefi.net “Three of Thursday”</p>

