

TEACHERS' GUIDE

PALESTINE AND ISRAEL

Understanding the Conflict

LEVELS 3/4



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Teachers' Guide

This exemplar unit has been largely drawn from the wider library of resources and is produced to show how the materials can be brought together.

There is an introduction and 6 sections, the sections do not necessarily relate to one lesson. What you use and how you use it will be dictated by learning requirements and the time you have available. It may be used as it stands or adapted to suit the interests and needs of learners.

In producing this material, every attempt has been made to try to ensure different opinions are heard. The focus is on facts in the hope that a greater understanding of different views can be gained.

Before embarking on this topic, you should consider the sensitivities and experiences of students and their families. At all times language should be respectful of differing opinions and sensitive to the feelings of others.

When making adaptations, you should begin by asking these key questions.

- Does the material provide a balance of views in its account of an issue? – while some resources may represent one point of view or another, taken as a whole the resource should show different viewpoints.
- Does the collective material to be used give an account of both the Palestinian and Israeli shared history?
- Does the material address issues of social justice, values and rights?
- Does the collective material address contemporary as well as historical issues?
- Are there Israeli and Palestinian voices present in the material, e.g. as authors, as a source of information, in oral histories or as a quotes?

Introduction

Talk learners through the bullet points in the Student Guide under the heading, 'Why are we learning about this?'

Ask them to consider what the four values mean to them and then provide the following definitions for discussion.

<p style="text-align: center;">WISDOM</p> <p style="text-align: center;">Knowledge and understanding of complex relationships and the interconnectedness of humankind.</p>	<p style="text-align: center;">JUSTICE</p> <p style="text-align: center;">All human beings have rights. For justice to exist, rights have to be experienced in reality.</p>
<p style="text-align: center;">COMPASSION</p> <p style="text-align: center;">Compassion enables us not only to empathise with others but to feel that something must be done.</p>	<p style="text-align: center;">INTEGRITY</p> <p style="text-align: center;">To act with integrity is to seek the truth and to act in a responsible and moral way.</p>

1. The Right to Freedom of Expression and the Right to be Safe

Introduction

This lesson provides an opportunity for learners and teachers to explore attitudes, behaviour and the use of language; and their effect on others. As such it contributes to the Scottish Government's national outcomes:

- We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others
- We take pride in a strong, fair and inclusive national identity

Article 42 of the UNCRC requires that children, young people and adults learn and know about the UNCRC. This lesson focuses on Article 13 (Freedom of expression): Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing. As other articles of the UNCRC make clear, a child or young person should be able to express themselves regardless of their religion or culture.

Explain to learners that they will study many facts and hear different opinions. They should understand that people will view things differently depending on their own experience and they should understand that validly held oppositional opinions can be held and they must try to separate fact from opinion.

Learning intention: I am learning about the right to freedom of expression and the right to be safe as stated in the Universal Declaration of Human Rights.

Success criteria: I am aware that the language I use when discussing Israel and Palestine must not be offensive to others especially Jewish or Muslim people.

Some other new teaching resources that may interest you:

The Quakers have produced Razor Wire and Olive Branches, a teaching resource on Israel and Palestine for secondary pupils aged 14-18.

www.quaker.org.uk/teaching

Amnesty International have recently produced a new teaching resource for primary that may be of interest to you.

www.amnesty.org.uk/resources/learning-about-human-rights-primary-school-resource-pack

Preparation

Jotters/paper issued.

Go through learning intentions.

You will find definitions of Anti-Semitism and Islamophobia in lesson 2.

Discuss values: ask the students to pick out correct definitions of Wisdom, Justice, Compassion and Integrity from board.

“Google” Israel and Palestinian conflict in images. Show there is a wealth of contradictory photos.



Activity 1

First show the brief film clip 'Human Rights' showing the class that human rights have been hard won and need to be protected.

Take the class through the presentation, Freedom of Expression and the Right to be Safe explaining and discussing as appropriate.



Activity 2

Either do this task as a paired activity or class debate.

Paired Activity:

Organise students into pairs. Present the students with the statement, 'There should be no laws to limit freedom of speech.' Students identify two reasons to support the statement and 2 reasons why they disagree with the statement.

Class Debate: Teacher Instructions – adapted from Lessons from Africa

The class is going to take part in a debate.

This is the proposed structure for the debate, including an ideal timescale. However, depending on the length of a lesson, the teacher should feel free to change and adapt as necessary.

The proposed motion is: “There should be no laws to limit freedom of speech.”

One team will propose the statement and the other oppose.

You will need:

- A Chair.
- A Timekeeper.
- 4 people for the Proposition (For).
- 4 people for the Opposition (Against).

- Divide the class into 2 groups. Each group will assist the debating team with their argument.
- Each group will make a list of the main points to be made for their position and gather information to support the points.
- Supporters in each group will make a list of questions to ask the other team. Supporters can also pass questions to the debating team during the debate.
- While supporters are writing questions, the debating team decides who is making which point and consider what they want to say.

The Debate:

Before the debate starts, allow the groups 5 minutes to collaborate and look through what they're going to speak about.

- Each speaker will have 2 minutes to present their argument. The first speaker from each team should take it in turns to present their arguments to the audience followed by the second two speakers from each.
- The rest of the class will be the floor. When both of the first two speakers have presented their arguments, those on the floor will be able to ask questions of either side. This should last no more than 5 minutes. This should be followed by the second speakers from each team presenting their arguments, with 5 minutes given for questions when both have spoken.
- Using a set of indicators (marked 1-5 if possible) for both the speeches and open-floor discussion, the teacher will award marks for each point made, for both the speeches and open floor. If the teacher wants, they can also make notes of the points made for discussion.
- At the end of the debate the teacher (or chair) should ask for a raise of hands. For each hand raised, another mark will be awarded to the side in question.

Timescale (approximately 30 minutes):

- Chairperson opens the debate and introduces the first two speakers (1 minute).
- Speaker 1 of the Proposition speaks (2 minutes).
- Speaker 1 of the Opposition speaks (2 minutes).
- The floor is open for questions (5 minutes).
- Chairperson introduces the second two speakers (1 minute).
- Speaker 2 of the Proposition speaks (2 minutes).
- Speaker 2 of the Opposition speaks (2 minutes).

- The floor is open for questions a second time. The floor will then vote for or against the motion (5 minutes).
- If there is time, the teacher can then proceed to give feedback to the speakers and points made on the floor (10 minutes).



Activity 3

Learners explore the defined terms and then examine the following statements to decide where Anti-Semitism or Islamophobia rest. Examples are from:

Amnesty International is calling for an independent inquiry into the Israeli military attack on the UN compound in Gaza City.

Statement about the State of Israel, neither Anti-Semitic nor Islamophobic.

A man has been arrested after a Muslim shopkeeper in Glasgow was killed in what police are calling a 'religiously prejudiced' incident. Detectives have confirmed that the man arrested is also a Muslim.

Statement of fact, neither Anti-Semitic nor Islamophobic.

Jewish students had been "hounded" for not attending medical lectures on the Jewish Sabbath, which begins at nightfall on Friday evening.

Anti-Semitic if Jewish students are being discriminated against because of their religion.

A UN report says that Israel is breaching Palestinians' right to development amid 'epic' unemployment and poverty.

Statement about the State of Israel, neither Anti-Semitic nor Islamophobic.

Anti-Semitism must be understood for what it is - an attack on the identity of people who live, contribute and are valued in our society. There can be no excuses for Anti-Semitism or any other form of racism or prejudice

Statement of opinion, neither Anti-Semitic nor Islamophobic.

Humza Yousaf, an SNP MSP for Glasgow Pollok, said that he had faced a barrage of intense abuse online, including threats of physical violence, which are being investigated by the police as hate crimes.

Islamophobic if abuse relates to his religion.

A study of pupils from different religious and ethnic backgrounds found Muslims had been routinely called "terrorists".

Islamophobic as members of the Islamic religion are being blamed for acts of terrorism committed by others acting in the name of Islam.

The conflict in Gaza and Israel led to a record number of Anti-Semitic hate incidents in the UK in 2014, figures released by a charity have shown.

Anti-Semitic if Jewish people are being blamed for actions by the State of Israel.

Articles and reports from which the above statements are drawn.

'In the last week, SCoJeC has received around 25 reports relating to at least 12 separate Anti-Semitic incidents, almost as many as in the whole of 2013. Incidents that have been reported to the police include threatening phone-calls, e-mails, and graffiti on synagogues, as well as two cases of incitement to break the criminal law.'

Scottish Council of Jewish Communities August 2014

'The conflict in Gaza and Israel led to a record number of Anti-Semitic hate incidents in the UK last year, figures released by a charity have shown.'

The Huffington Post February 2015

'Amnesty International is calling for an independent inquiry into the Israeli military attack on the UN compound in Gaza City yesterday.'

Belfast Telegraph 2009

'Israel breaching Palestinians' right to development amid 'epic' unemployment and poverty, UN report says.'

Independent newspaper October 2016

'Humza Yousaf, Scotland's minister for international development, has claimed that the level of Islamophobia and fear currently being felt by Muslims in Scotland has not been so intense since the 9/11 attacks on the twin towers in New York.'

Yousaf, an SNP MSP for Glasgow Pollok, said that he had faced a barrage of intense abuse online, including threats of physical violence, which are being investigated by the police as hate crimes.'

Herald Scotland newspaper December 2015

'There has been a spike in religiously motivated hate crime since the terror attacks on Paris, police in Scotland have warned.'

Deputy Chief Constable of Police Scotland, Iain Livingstone, issued a statement today warning that such attacks would not be tolerated. He said: "Police Scotland have investigated instances of crime since the events in Paris that have been motivated by religious hatred."

"These crimes have been both online and in public. Arrests have been made."

"Police Scotland will not tolerate any form of hate crime and I urge everyone across the country to continue working together to ensure that no one feels threatened or marginalised."

Independent newspaper November 2015

'A majority of Muslim pupils from Scottish schools have experienced Islamophobia, new research shows. A study of pupils from different religious and ethnic backgrounds found Muslims had been routinely called "terrorists" and "Pakis", and found similar abuse was directed at other groups including black refugees from Somalia and Sikhs. Even young people from countries in eastern Europe such as Slovakia, Romania and the Czech Republic had been called "Pakis."

Herald Scotland newspaper October 2015

'Jewish students at universities are "denying or hiding" their identity because of discrimination, according to new claims.

The Scottish Council of Jewish Communities (Scojec) said it had evidence university staff had criticised student work on Israel because they did not agree with the point of view being expressed.

The Council, which is the representative body for Jewish communities across Scotland, also said Jewish students had been "hounded" for not attending medical lectures on the Jewish Sabbath, which begins at nightfall on Friday evening.

One student told Scojec: "I was told by my university that either I sit exams on Shabbat or I fail." In another case, a student said she no longer went to the business school or library and was worried about attending classes "due to fear of being harassed or attacked."

Herald Scotland newspaper November 2015

'A job seeker with an English-sounding name was offered three times the number of interviews than an applicant with a Muslim name.'

Muslim Council for Britain January 2019

'21 Anti- Semitic incidents were reported in Scotland in 2018. This was an increase from the 5 previous years.'

Scotsman newspaper February 2019

'Anti-Semitism must be understood for what it is – an attack on the identity of people who live, contribute and are valued in our society. There can be no excuses for Anti-Semitism or any other form of racism or prejudice.'

UK Communities Secretary December 2016



Activity 4

In groups, ask learners to devise ground rules for the debate of the next lesson. Emphasise that it should be fair and respectful to everyone. Their conclusions should reflect the following:

Possible ground rules

- Listen respectfully, without interrupting or judging.
- Allow everyone to have a chance to speak.
- Listen actively trying to understand others' views and why they hold them.
- Criticise ideas, not individuals.
- Comment to share information and explain how you feel, not to try to persuade others.
- Avoid blaming individuals or groups.
- Avoid inflammatory or insulting language.
- Focus on facts, the human impact and possible solutions.
- Avoid assumptions or generalisations about any individual or group.
- Avoid asking individuals to speak or answer for their (perceived) social group.



Activity 5

Allocate one case study to each group. Learners read the case study as a group, decide who will play each role and what relevant human rights are involved. Each group acts out their case with one member of the group acting as narrator, explaining to the class what the case is about and which rights are involved. Others in the group will act as lawyers for the prosecution and defence making a persuasive case on each side.

Amnesty have produced a **secondary teaching pack** that may be of interest to you. The film in Activity 1 comes from this pack.

2. Basic Facts About Israel and the Occupied Palestinian Territory

Introduction

This lesson will introduce students to the land and people of Israel and the occupied Palestinian territory. You may wish to start with a discussion of the 2 maps.

Learning intention: I am learning facts about Israel and the occupied Palestinian territory.

Success criteria: I can use my critical skills in separating fact from opinion, thereby gaining a clearer understanding of the background to the conflict.

Preparation

Information cards to be provided – either one set for each group or 1 set to be positioned around the room for students to do a fact-finding mission.



Activity 1, 2 and 3

Complete activities using information provided on cards.

Facts About Israel and the Occupied Palestinian Territory			
Clue	Israel	Occupied Palestinian territory	Both
Location			Eastern side of the Mediterranean Sea
Climate			Warm with little rainfall
Language	Hebrew	Arabic	
Main religion	Jewish	Muslim	
Neighbouring countries			Lebanon, Syria, Jordan and Egypt
Importance of Jerusalem			Sacred city

State recognised by United Nations	1948	2013	
Main Industries and agriculture	Military equipment, cut diamonds, high-tech equipment, pharmaceuticals, tourism, citrus fruits and other fruits, herbs and vegetables	Textiles, soap, olive wood carvings, olives and citrus fruits	
Military Force	Around 3 million people available for military service	No army, navy or air force	
Other			
Other interesting facts			

3. Two Narratives

Introduction

There has been conflict between the occupied Palestinian territory and Israel for decades.

In any conflict, people will have validly held but conflicting opinions on what actually happened. This lesson helps students to see the conflict from different perspectives.

‘One Voice’ is an international movement that aims to allow the voice of ordinary Palestinians and Israelis to be heard. The presentation is drawn from *Two Narratives* guidance from One Voice. The presentation allows students to focus on differences of perspective relating to some key issues.

Learning intention: I am learning to analyse two different viewpoints on the reasons behind the conflict.

Success criteria: I will have developed a clearer idea of the obstacles to be overcome in order that a peaceful resolution to the conflict may be brought about I will be able to list the similarities and differences between the two perspectives.

Preparation

View presentation, *Two Narratives*, and both video clips and decide which is most appropriate for your class. Have these resources ready.

Jotters/paper available.

Students copy similarities and differences table into their jotter allowing sufficient space for responses.



Activity 1

Show the presentation *Two Narratives*. This may be followed by watching the video *Solutions not Sides*.



Activity 2

Students summarise both positions and identify similarities and differences in the narratives.

4. Boundaries and Events – How Israel and the Occupied Palestinian Territory Became What they are Today

Introduction

The boundaries of Israel and the occupied Palestinian territory have changed considerably since the establishment of Israel in 1948.

Learning intention: I will have developed an awareness of the changes that have taken place in the land distribution between Israelis and Palestinians since 1948 and the events which brought these about.

Success criteria: I can talk about key events which brought about such changes in land distribution in Israel and the occupied Palestinian territory from 1948.

Preparation

Each group will need one set of maps and cards.

Paper for each group to draw their own timeline and perhaps one large wall display for students to create a timeline.

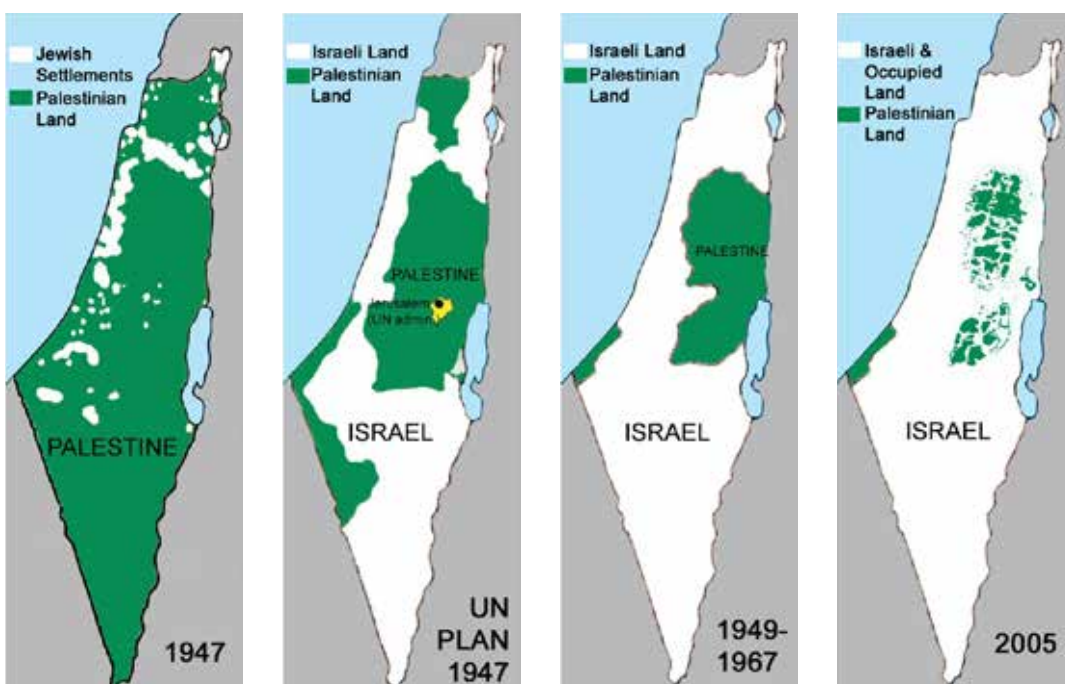


Activity 1

Lead a class discussion on the 4 maps exploring what is happening in each. Questions raised by learners could become a homework exercise reminding learners to consider different perspectives.

Growth of Zionist Movement

- 1897** Growth of Zionist Movement
- 1917** Balfour Declaration and Jewish immigration to Palestine increases greatly after WW1
- 1942-45** 11 million people were killed by the Nazis including 6 million Jews
- 1946** Jewish immigration to Palestine increases greatly after WW2
- 1947** UN Partition plan
- 1948** Proclamation of the State of Israel
- 1967** Israel occupies Gaza, the West Bank including East Jerusalem and begins to build settlements for Israelis on Palestinian land
- 1987** First Intifada
- 1993** Oslo Agreement
- 2000** Second Intifada
- 2002** Israel begins to build the barrier
- 2004** International Court of Justice declares barrier and Israeli settlements illegal
- 2005** Withdrawal of Israeli settlers from Gaza
- 2014** War in Gaza resulting in many civilian deaths
- 2016** Conflict continues



1. In 1947, what percentage of land was given to the Jewish people?

A. 55%.

2. Balfour Declaration

(a) In which year was the Balfour Declaration written?

A. 1917.

(b) What did it state?

A. Britain would support a homeland for the Jewish people on the understanding that nothing would be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine.

3. When did Jewish migration to Palestine first increase significantly?

A. After WWI but especially in the 1930s.

4. What happened after World War 2?

A. Greatly increased migration to Palestine.

5. Describe the key events of 1967.

A. Israel occupies Gaza and the West Bank, beginning of occupation and building of settlements on Palestinian land.

6. What prompted the Intifada in:

(a) A. 1987? Israelis settling illegally on Palestinian land.

(b) A. 2000? No progress of the Oslo Accords

7. (a) When did Israel begin building the separation wall and why?

A. 2002, due to the rise in terrorist bomb attacks.

(b) How was the wall judged by international law?

A. The ISF were found to have violated international human rights law in most instances the Commission investigated.

8. What were the events surrounding the 1972 Summer Olympics and the aftermath?

A. The Palestinian terrorist group 'Black September', a faction of the Palestine Liberation Organisation (PLO), took 11 Israeli Olympic team members hostage. All 11 athletes were killed in the siege which lasted more than 20 hours, in addition to a West German police officer. 5 of the Black September hostage-takers were also killed by West German police who attempted a rescue.

Israel bombed PLO bases in Syria and Lebanon in response to the events in Munich. An operation known as 'Wrath of God' was also carried out in retaliation by Israel over a number of years.

9. What do Palestinians hope to gain from The Great March of Return?

A. That the blockade imposed on Gaza be lifted and the Palestinian refugees be returned to their original homes.

10. Describe two findings of the UN Human Rights Council investigation.

A. The Commission found Hamas, as Gaza's de facto authority, responsible for failing to stop indiscriminate incendiary and explosive kites and balloons, which spread fear and caused significant material destruction within Israel.

The Commission found reasonable grounds to believe that during the weekly demonstrations, the Israeli Security Forces (ISF) killed and gravely injured civilians who were neither participating directly in hostilities nor posing an imminent threat to life.

11. What is the position of the conflict today?

A. No peace initiative has yet been successful.

Event	Similarities	Differences
The Holocaust	11 million people were killed by the Nazi regime including homosexuals, people with a disability, Roma, Slavs and Poles	
1948	The UN approved a two-state partition plan for Palestine.	For Jewish people this gave them a homeland. For Palestinians their land was taken from them and thousands were forced to flee.
Israel	Acceptance of the State of Israel's right to exist.	Many Jewish people see Israel as a safe harbour against Anti-Semitism and they must be strong to protect security. Palestinians feel they are discriminated against.
Return	Both believe in a right to return.	Israeli law says that any Jew in the world can immigrate to Israel and become a citizen. Palestinians believe they should be allowed to return to their homes.
Israeli troops in West Bank, including East Jerusalem, and Gaza		Many, but not all, Israelis feel military operations are necessary for security. Palestinians believe the West Bank, including East Jerusalem, and Gaza are under illegal military occupation that is damaging and discriminatory.
Bombings by Palestinians	Both Israelis and Palestinians want to live in peace.	Israelis see the threat of violence as a cause of the conflict. Palestinians see the effects of occupation as the cause of the conflict.

5. Security and Occupation

Introduction

The barrier dividing Israel from the West Bank is an ongoing area of disagreement. This lesson helps students understand that while from the Israeli perspective the barrier helps protect civilians, Palestinians view the barrier as an infringement of their human rights creating hardship in their daily life.

Learning intention: I will have developed an understanding that all people need to feel secure.

I am learning that measures taken to protect one set of people can have a negative effect on the lives of others.

Success criteria: I can describe actions taken by Israel to try to protect its citizens. I can describe the impact of these actions on the Palestinian community.

Preparation

Have Walled Horizons video ready to play.

One copy of information sheet, Israeli Perspective on Security for each group.

Jotters/paper



Activity 1

Consider the following questions:

1. Why does the Israeli government think the barrier is important?

- The second intifada resulted in a number of terror attacks in Israel.
- The Israeli government believes the barrier has reduced the number of attacks.
- Like everyone else, Israelis want to feel safe.
- The first responsibility of government is to keep its citizens safe.

2. What effect does the barrier have on the Palestinian community?

- The wall takes away land that should belong to Palestinians.
- Movement is restricted cutting people off from their lands and families making it difficult to maintain crops.

- Access to employment, health care and other services is restricted.

3. How does the international community view the legality of the wall?

- The international community recognises Israel’s right to keep its citizens safe.
- The wall has been deemed illegal by the International Court of Justice.

Draw and complete a table to show how different communities view the barrier or wall.

Israeli Perspective	Palestinian Perspective	International Community Perspective
Needed for security, the Israeli government has the right to keep its citizens safe.	The barrier does not follow the ‘green line’ but cuts deep into Palestinian land taking away almost 10% of the West Bank.	Deemed illegal by International Court of Justice.
Effective in reducing terrorist attacks.	Disrupts the lives and livelihoods of hundreds of thousands of Palestinians.	Israel ordered to remove the wall where it encroaches on Palestinian land.
Israel does not consider the decision by the ICJ as legally binding.	Decline in attacks is due to political negotiation and not because of the barrier.	UN and international organisations have called for building of the wall to stop.

6. Working Together for Human Rights and for Peace

Introduction

The lesson helps students understand that while the conflict between Israel and the occupied Palestinian territory has been ongoing for almost 50 years, the situation is not without hope. They learn how, even in the most tragic circumstances, many Israeli, Palestinians and others can work together to bring about understanding and peace. They also have the opportunity to consider what daily life is like for children on both sides of the conflict and how they have hopes and dreams just like them. Bring the Banksy image to the attention of learners and ask them what it means to them.

Learning intention: I am learning about the meaning of reconciliation.

Success Criteria: I can give a definition of reconciliation and give examples from this lesson.

Preparation

Copies of case studies.

Room organised for cooperative learning.

The Parents' Circle video ready to play.

Copy of Parents Circle questions.

Maine Summer Camp Gives Kids from Israel and Gaza Seeds of Peace and Possibilities for Peace videos ready to play.

Paper and coloured pens for posters.



Activity 1

Possible answers

Palestinian	Both	Israeli
Wish that life could be easier	Want peace	Guards at school
Locked inside when there is a curfew	Don't know much about the war but want the fighting to stop	Afraid Palestinians will blow them up
Must leave for school very early in the morning to get through the checkpoints	Afraid	Have gas masks to protect them
Many families are separated from each other as they can't cross the checkpoints	Don't want to be hurt or to hurt others	Must join the army
	Don't know people from the other community	Believe it would be dangerous to go into Palestinian land
	Have families and friends	
	Want to do well in school	
	Don't always agree with their parents or siblings	
	Have hopes, dreams and fears	



Activity 2

Parents' Circle

Possible Answers

1. What had the two men in common?

- a. Both had lost family members in the conflict.

2. What separated them before their bereavements?

- a. Each community was fearful and suspicious of the other.
- b. Few Israeli civilians ever visit the occupied Palestinian territory.

3. Their losses could have made them hate each other's communities even more. What helped them overcome this hate?

- a. Realised that the pain of loss is the same whether you are Palestinian or Israeli.

- b. Learned to listen to each other's pain
- c. Started to see each other as human beings
- d. Wanted to find another way
- e. Wanted to create some hope out of despair

4. They talk about their work in Israeli and Palestinian schools. What do you think are the effects on young people when Rami and Mazen visit schools and talk to students?

- a. Hear about the pain each man has suffered
- b. Realise there is suffering on both sides
- c. Understand that Palestinians and Israelis can be friends
- d. Hear a message of dialogue, reconciliation and peace instead of hate

5. How do you think these talks help young Israeli and Palestinian students to influence their communities?

- a. Each side has respect for those who have lost loved ones and are therefore more likely to listen to the message
- b. One student who accepts the message can help prevent loss of life

6. How did Mazen and Rami believe they could help bring about a political solution to the conflict?

- a. By building trust with each other and showing that if each side sees each other as human beings and gets to know and to trust each other as individuals they can then tell their leaders that they are ready for them to compromise and sign peace agreements
- b. Develop an understanding that it is not the destiny of Israelis and Palestinians to keep on killing each other, this can stop by talking to each other.

 **Activity 3**

After watching videos of Maine Summer Camp and Desmond Tutu's talk, students discuss what they think might be the first steps towards peace. This would be a good time to remind students of the ground rules they created in the first section of this unit.

 **Activity 4**

Learners consider the cartoon and write a paragraph or create a word cloud or image about their own dreams and wishes for a better world.

