

PALESTINE AND ISRAEL

Understanding the Conflict

LEVELS 3/4



Contents

Introduction	4
.....	
The Right to Freedom of Expression and the Right to be Safe	5
.....	
Basic Facts About Israel and the Occupied Palestinian Territory	17
.....	
Two Narratives	26
.....	
Boundaries and Events: How Israel and the Occupied Palestinian Territory Became What they are Today	28
.....	
Security and Occupation	41
.....	
Working Together for Human Rights and Peace	44

Introduction

This unit aims to develop knowledge and understanding of the conflict between Palestine and Israel. You will enhance skills of critical analysis and consider human rights and values in a global context.

Why are we learning about this?

Britain is part of the history of Palestine and Israel which makes it relevant to our own history.

This area is experiencing a long-running conflict that is often in the news.

You may be familiar with the area through religious studies and studies of the Holocaust but have little awareness of current issues.

There is a danger that misinformation or partial information can inadvertently lead to a culture of blame and bias.

As with all controversial topics, it is important to hear different views and to use our values to seek truth.

Underpinning Values

The four values inscribed on the mace of the Scottish Parliament are the same values which underpin learning in Scottish schools through Curriculum for Excellence.



Wisdom

Justice

Compassion

Integrity

What do these words mean to you?

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

Focus: Universal declaration of human rights

Article 19: Everyone has the right to freedom of opinion and expression.

Article 3: Everyone has the right to life and security.

Value: Integrity (The inclusion of the impact of human rights on individual safety and wellbeing is an important improvement.)

Here you will learn that the right to freedom of speech and expression is essential for democracy and that governments may put limits on freedom of expression when the security of others is threatened such as in the case of hate speech and incitement. You will also consider the impact of human rights on individual safety and wellbeing.

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: when discussing a topic which some consider controversial, such as Israel and the occupied Palestinian territory, I am aware of the language I use and the attitudes I adopt 'must be respectful and sensitive to the feelings of others especially Muslim or Jewish people.

.....



Activity 1

1. First watch a short animation on human rights.
2. Freedom of Expression and the right to be safe – PowerPoint presentation.
3. Read information sheets 1 and 2.



Information Sheet 1

Freedom of Speech and Expression

Following the destruction and suffering of World War II, the United Nations drafted the Universal Declaration of Human Rights (UDHR) to try to create a more just world.

Article 19 of the UDHR guarantees the right of freedom of expression which is not only important in its own right but is essential if other human rights are to be achieved. This article envisages a world where people are free to:

- Express their opinions
- Participate in decision making and
- Make informed choices about their lives.

Once freedom of expression is lost, all other freedoms fall.

For Individuals

At an individual level, freedom of expression is key to the development, dignity and fulfilment of every person.

- People can gain an understanding of their surroundings and the wider world by exchanging ideas and information freely with others.
- People feel more secure and respected by the state if they can speak their minds and know that their government listens to their concerns and hopes.

For States

Democratic governments value freedom of expression and freedom of information in various ways:

1. They help ensure that competent and honest people run the country. Media watch and report on the government and highlight any wrongdoing. In that way media prevent a culture of dishonesty.
2. They allow individuals or groups to complain about anything they don't like about the government. If people can speak their minds without fear, and the media can report what is being said, the government can become aware of any concerns and address them.

3. Article 19 extends beyond boundaries. Individuals can raise concerns about the actions of any state if they believe the state is being unfair to its people.
4. They promote other human rights. They help improve government policy in all areas, including human rights. They also enable journalists and activists to highlight human rights issues and abuses, and to persuade government to act.

For all these reasons, the international community has recognised freedom of expression and freedom of information among the most important human rights.





Information Sheet 2

Limitations on Freedom of Expression

When free speech can be restricted...

In certain circumstances free speech and freedom of expression can be restricted.

Used properly, limitations on freedom of expression help create a fair society for all of us. When you study the conflict between Palestine and Israel, it is important to remember this and adopt language and attitudes that are respectful and sensitive to the feelings of others, especially people of the Jewish or Muslim religions.

Governments have an obligation to prohibit hate speech and incitement. And restrictions can also be justified if they protect specific public interest or the rights and reputations of others.

Any restrictions on free speech and freedom of expression must be set out in laws that must in turn be clear and concise so everyone can understand them.

People imposing the restrictions (whether they are governments, employers or anyone else) must be able to demonstrate the need for them, and they must be proportionate.

...and when it can't

Before a government can limit free speech, it must abide by strict safeguards.

Rights and responsibilities

Free speech is one of our most important rights and one of the most misunderstood.

Use your free speech to speak out for those that are denied theirs. But use it responsibly: it is a powerful thing. (Amnesty)



Activity 2

There should be no laws to limit freedom of speech.

In pairs, consider the above statement and write down:

- 2 points that agree with this statement
- 2 points that disagree.

OR

Class debate - half of the class should debate the case for the above statement and the other half debate against it.

.....



Activity 3

Read information sheets 3 and 4.

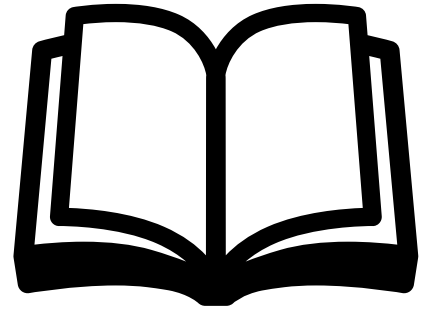
In your group, decide which statements you consider to be Anti-Semitic or Islamophobic.





Information Sheet 3

Limitations on freedom of expression help create an inclusive society. In studying the conflict between Palestine and Israel, it is important to bear this in mind and adopt language and attitudes that are respectful and sensitive to the feelings of others, especially people of the Jewish or Muslim religions.



Definitions

An Israeli is a citizen of the State of Israel.

A Palestinian is someone who lives, or has lived, in Gaza or the West Bank, including East Jerusalem, or now in Palestinian refugee camps in neighbouring countries.

A refugee is a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

A Jewish person is someone who holds the Jewish religion.

A Muslim person is someone who holds the Muslim religion.

Anti-Semitism: Hostility to or discrimination against Jews.

Islamophobia: Dislike of or prejudice against Islam or Muslims, often expressed in a political context.

Working Definition of Anti-Semitism from European Union Monitoring Centre On Racism and Xenophobia (adopted by UK Government December 2016)

What is Anti-Semitism?

Anti-Semitism is a certain perception of Jews, which may be expressed as hatred toward Jewish people. Rhetorical and physical manifestations of Anti-Semitism are directed towards Jewish or non-Jewish individuals and/or their property, towards Jewish community institutions and religious facilities.

In addition, such manifestations could also target the state of Israel, conceived as a Jewish collectivity. Anti-Semitism frequently charges Jews with conspiring to harm humanity, and it is often used to blame Jews for 'why things go wrong'. It is expressed in speech, writing, visual forms and action, and employs sinister stereotypes and negative character traits.

However, criticism of Israel, similar to that levelled against any other country, cannot be regarded as Anti-Semitic.

Source - Working Definition of anti-Semitism from European Union Monitoring Centre on Racism and Xenophobia, (adopted by UK Government December 2016)

Events in the Middle East

In a survey conducted after the war in Gaza in 2014 by the Scottish Council for Jewish Communities, 80% of respondents said they felt events in the Middle East had negatively affected their experience of being Jewish in Scotland. Reporting of events in the Middle East can create a link in the public mind between actions of the State of Israel and Jewish people in general.

Accusations aimed at Jewish people for the actions of the State of Israel are anti-Semitic and must not be tolerated in a modern democratic country such as Scotland.

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.

Source - UK Communities Secretary, December 2016

Definition of Islamophobia – from Show Racism the Red Card Education Pack

What is Islamophobia?

Islamophobia is literally translated as the fear of Islam: it is used to refer to Anti-Muslim prejudice or discrimination and incorporates the perception that Islam has no values in common with other cultures, is inferior to the religions and cultures of the West and is a violent political ideology rather than a religion. The term itself dates back to the 1980s, but came into common usage after the September 11th attacks in America in 2001.

Terrorism and the Media

The rise in Islamophobia has been connected to international politics and specifically to a rising fear of terrorism, which has been linked to the religion of Islam. Specific events, and – crucially – the political and media reactions to them, can create a link in the public mind between Muslims and terrorism, and have made some people fearful of Muslim individuals and communities – and those who are wrongly perceived to be Muslims.

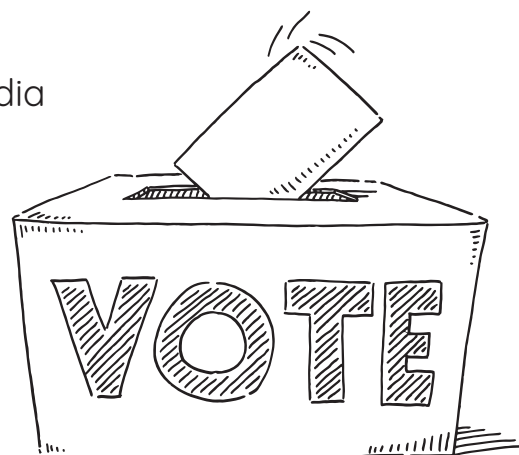
Muslims are subject to abuse, discrimination and criminal acts against them for no other reason than their faith or perceived faith. It is equally obvious that overwhelmingly Islamophobia is rooted in racism and therefore is racist.

Anna Soubry MP, November 2018

Equality and Human Rights Commission

In a letter from the Equality and Human Rights Commission to all political parties on 27 November 2016, in response to a rise in hate crime following Brexit, these points were made:

- There is a need for a discussion on what values we hold as a country.
- We can work closely with you... to make Britain the vibrant and inclusive country we believe it should be.
- Robust discussion is a central pillar of our democracy and nothing should be done to undermine freedom of expression.
- The right to free and fair elections supported by accurate information and respectful debate is also essential to our democratic process.
- Our elected representatives and the media should reflect and foster the best values in our society and engage people on contentious issues in a responsible and considered way.





Information Sheet 4

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

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

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.

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

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

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

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.

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.



Activity 4

When studying a topic such as Israel and Palestine, which is a live issue, it is important to be aware of the language you use and the attitudes you adopt.

Having read the information on Anti-Semitism and Islamophobia, prepare a set of ground rules to ensure that within or out-with the classroom you respect the rights and opinions of others.

You may wish to start by making Do and Don’t lists.

The Right to be Safe

You will now consider some cases involving human rights and role play a courtroom scene.

Someone will act as narrator, explaining the case to the class, others will act as the prosecution and some as defence.

You must convince the rest of the class using persuasive writing and speaking techniques.



Activity 5

Read the text together as a group. Refer to the United Nations Convention on the Rights of the Child and make a note of which human rights are relevant in this case. (Think of the rights of everyone involved.)

Decide who is going to play the following roles in the courtroom and write the script for your presentation.

Narrator: You introduce the case to the class, explaining clearly what it is about and which human rights are involved.

The Prosecution Lawyers: You will speak on behalf of those whose rights are at risk. You must argue why you think the abuse of their rights was wrong. You must persuade the rest of the class that you are right and justify your opinion.

The Defence Lawyers: You will speak on behalf of the accused. You must argue why you thought the actions were justified. You must persuade the rest of the class that you are right and justify your opinion.

Which side will be the most persuasive?



Lina

Cambodia

Lina comes from a poor family in Cambodia. At the age of nine, her parents entrusted her to an acquaintance who said she could find Lina work in Thailand. The woman promised to send Lina's parents part of her wages to help support their family.

In Bangkok, Lina stood for long hours outside nightclubs selling flowers and candy to tourists. Her trafficker took her earnings and beat her when sales were low. After two years, her trafficker convinced Lina's parents to also allow her eight-year-old sister, Sopheak, to work in Bangkok. Unwilling to let her sister suffer the same abuse, Lina determined they must escape. She asked a nightclub worker for help – luckily, he agreed.

After spending several months in a Thai children's centre, the girls were returned to Cambodia. A charity gave Lina and Sopheak a safe place to live, three meals a day, individual counselling and schooling. It also located their family. Today, both girls are happy and safe, and they have goals that are truly within their grasp: Lina, now 12, intends to be a teacher, and Sopheak, age nine, wants to be a nurse.

Malala

Pakistan

I was born in Pakistan on 12 July 1991. Welcoming a baby girl is not always cause for celebration in Pakistan but my father was determined to give me every opportunity a boy would have.

My father was a teacher and ran a girls' school in the village. I loved school but everything changed when the Taliban took control. The extremists banned many things – like owning a television and playing music – and enforced harsh punishments for those who defied their orders. They said girls could no longer go to school. I spoke out publicly on behalf of girls and our right to learn. And this made me a target. In October 2012, on my way home from school, a masked gunman boarded my school bus and asked, 'Who is Malala?' He shot me on the left side of my head. I woke up 10 days later in a hospital in Birmingham, England.



Abdul

Gaza

Abdul is an 11-year-old boy who lives close to the eastern border of Gaza. He loves to play football, but since the mass demonstrations started in March, he was too scared to play in the neighbourhood. On 17 April, Abdul's friends convinced him that the playground was far enough from the fence, and they started to play. One of the boys shot the ball too far and Abdul started running to get it. He was not aware that the ball had landed near the fence until he found himself face-to-face with an Israeli soldier. Abdul-Rahman had no time to run before the soldier aimed his gun at Abdul's leg and fired.



Because the bullet was fired at close range, Abdul-Rahman's leg shattered and needed to be amputated below the knee. He is now the youngest amputee as a result of the mass demonstrations.

Abdul cannot imagine his life without football. He wanted to grow up and be a professional football player. He feels anxious and frustrated when he sees his friends playing during the lunch break, since he can no longer join them.

Abdul now dreams about becoming a journalist, so he can let the world know about what is happening in Gaza.

2. Basic Facts about Israel and the Occupied Palestinian Territory

Focus: Convention on the Rights of the Child

Article 17: Everyone has the right to access reliable information

Value: Wisdom

Here you will learn a little about the land and the people who live there.

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

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



Map showing Israel and the occupied Palestinian territory



Map showing relative size in relation to UK



Activity 1

Complete the table, Facts About Israel and the Occupied Palestinian territory using the Fact Cards and maps.

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Activity 2

Note any other information you found interesting or surprising or any questions you would like to ask.

.....



Activity 3

Using the facts, write a report about Palestine and Israel.

OR

Working in two groups, divide the cards between you. Each group will make a quiz for the other.



Fact Cards

<p>The occupied Palestinian territory and Israel are in the Middle East on the eastern side of the Mediterranean Sea.</p> <p>Their neighbours are Lebanon and Syria to the north, Jordan to the east and Egypt to the south east.</p>	<p>The climate is quite warm and good for growing vegetables and fruit, including oranges, olives, fresh herbs, and avocados. There is little rainfall in summer making water an issue.</p>
<p>The state of Israel was recognised by the UN in 1948. Most Jewish people, particularly religious Jews, feel they have a religious connection to the land including Jerusalem.</p>	<p>The state of Palestine was recognised by the United Nations in 2013.</p> <p>Palestine is an ancient land and Palestinians have lived there for thousands of years. Most Palestinians have a religious connection to the land including Jerusalem.</p>
<p>Palestine is divided into two separate parts: Gaza and the West Bank which includes East Jerusalem. This is often referred to as the occupied Palestinian territory.</p>	<p>In the state of Israel, approximately 20% of the population are Palestinian (both Muslim and Christian).</p>
<p>In the state of Israel, 75% of the population are Jewish, 21% are Palestinian (18% Muslim and 2% Christian) and 4% other.</p>	<p>Palestinians are mostly Muslim but around 2% are Christian.</p> <p>The European Union External Action Service reported in July 2018 that there were over 600,000 settlers living in 143 settlements in the West Bank and 11 settlements in East Jerusalem. In 2016 the UN Security Council declared these settlements illegal under international law.</p>



There are approximately 5 million Palestinian refugees registered with the UN and living in Jordan, Lebanon, Syria, the Gaza Strip and the West Bank, including East Jerusalem.

Palestinians living in the occupied Palestinian territory are subject to a mix of Jordanian law, laws from the old Ottoman empire and Israeli Military Orders, while Israeli settlers living in the same area are subject to Israeli civil law.

Palestinian Flag



Fact Cards



Israel is one of the world's main exporters of military equipment. Other industries include cut diamonds, high-tech equipment and pharmaceuticals¹. Tourism is important, almost 4 million visited in 2018.

The occupied Palestinian territory has a small manufacturing industry producing textiles, soap and olive wood carvings.

The main agricultural crops are olives and citrus fruits. Tourism is encouraged.

For Christians, Jerusalem is a sacred city.
Important sites include the Church of the Holy Sepulchre, and the Way of the Cross (the Via Dolorosa).


For Jews, Jerusalem is a sacred city. Important sites include the Western Wall and Temple Mount.

For Muslims, Jerusalem is a sacred city.
Important sites include the Dome of the Rock and Al-Aqsa mosque.

Jesus was born in Bethlehem.

Modern Bethlehem is in the West Bank area of Palestine.



<p>All Israeli citizens who are Jewish, Druze or Circassian, begin two years of national service when they are 18.</p> <p>This entitles them to certain state benefits and privileges. The Israeli Defence Force (IDF) has around 3 million people available for military service at any time.</p>	<p>The occupied Palestinian territory does not have an army, navy or air force. It has no airports. It has a police force for law enforcement.</p>
<p>Israelis speak Hebrew.</p>	<p>Palestinians are Arabs and speak Arabic. Palestinians living in Israel also speak Hebrew.</p>
<p>Israeli Flag</p>	



Facts About Israel and the occupied Palestinian Territory

Clue	Israel	Occupied Palestinian territory	Both
Location			
Climate			
Language			
Main religion			
Neighbouring countries			
Importance of Jerusalem			
State recognised by United Nations			
Main industries and agriculture			
Military force			
Other			

Other Interesting Facts - Israel

Other Interesting facts - occupied Palestinian territory

3. Two Narratives

Focus: Universal Declaration of Human Rights

Article 19: Everyone has the right to freedom of opinion and expression

Value: Justice

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

In any conflict, people will have validly held but conflicting opinions as to what brought the conflict about and why there is still conflict.

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.



Activity 1

Watch the video *Solution Not Sides* and the presentation *Two Narratives*.

Complete the table, *Facts About Israel* and the occupied Palestinian territory using the *Fact Cards* and maps.

Event	Similarities	Differences
The Holocaust		
1948		
Israel		
Return		
Israel troops in the West Bank, including East Jerusalem, and Gaza		
Bombings by Palestinians		

4. Boundaries and Events

- How Israel and the Occupied Palestinian Territory Became What they are Today

Focus: Universal Declaration of Human Rights

Article 19: Everyone has the right to a nationality

Value: Wisdom

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



Activity 1

Working in groups, look closely at the four maps on the next page and consider:

What questions do you have about why these maps have changed over time?

What would you like to find out about these changes?

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Activity 2

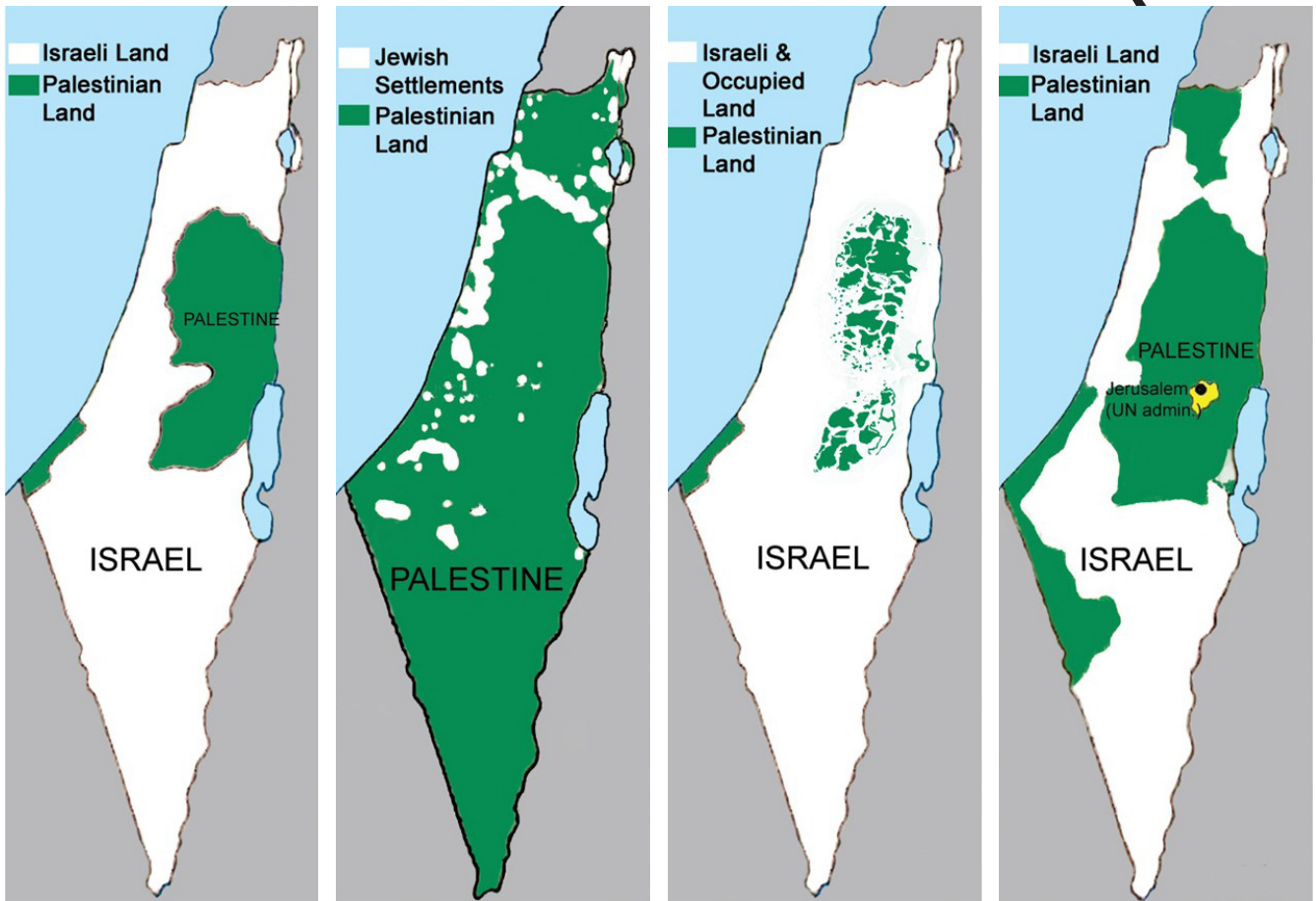
Using the information on the cards, create a timeline of events and answer the questions.

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Activity 3

Add the maps where you think they fit on the timeline.



BLANK



Photocopy and Cut Cards

1948

Proclamation of the State of Israel. 83% of Palestinians living on this land were forced to flee from their homes. West Bank, including East Jerusalem, came under the control of Jordan. Gaza Strip came under the control of Egypt.

2014

2014 saw rocket attacks on Israel from Gaza and air attacks on Gaza from the Israeli military forces. By the end of the year 2,251 Palestinians, and 73 Israelis had been killed.

1947

UN partition plan (to split the country in two) giving 55% of the area to a Jewish state.

Conflict (war) between Israelis and Palestinians continues.

1917

Britain stated, in the Balfour Declaration, that they would support a homeland for Jewish people on condition that nothing would be done to prejudice the civil and religious rights of existing non-Jewish communities in Palestine. The population of Palestine at the time was approximately 90%² Palestinian and 10% Jewish.

2005

Withdrawal of Israeli settlers from Gaza Strip. Israel continues to control all access to the area by land, sea and air.

1942-45

During the Holocaust, 11 million people were killed by the Nazis of whom 6 million were Jews.

1930s & 1940s

Jewish immigration (moving to) Palestine increased greatly after WW1, especially in the 1930s. By 1936, Jewish people made up nearly 28% of the population. After WW2 there was greatly increased Jewish immigration into Palestine from Europe.

1897

Growth of Zionist movement (Group in favour of building a homeland for Jews in Palestine). The Basle Declaration (1897) declared that the main objective of Zionism was the “colonisation of Palestine by Jewish agricultural and industrial workers”. At the time, European countries considered ‘colonisation’ to be beneficial for the colonised as well as the colonists.





1967

Six-Day War' – Israel occupies (puts troops into) Gaza and The West Bank including East Jerusalem. Palestinians in these areas are still living under military rule. Israel begins to build settlements in Palestinian areas.

1972

The 'Munich Massacre' – a terrorist attack on Israeli Olympic team members took place at the 1972 Summer Games in Munich. 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

1972

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. The operation was initiated in the autumn of 1972 by the Israeli prime minister who ordered an assassination list to be drawn up of all those thought to be connected with the Black September group. Lasting almost 20 years, the operation is said to have been responsible for the death of 20–30 people

1987

In the first Intifada, or uprising, in 1987 the Palestinians rose-up by throwing stones at the Israeli army, who responded with force. Palestinians fought back against the occupation and Israelis settling illegally on Palestinian land.

1922-47

In 1922 the League of Nations granted a mandate to Britain to govern Palestine. The British Mandate was in place until 1947. The League of Nations preceded the United Nations as a body set up to maintain peace.

2004

The International Court of Justice states that building of the separation barrier and Israeli settlements in the occupied Palestinian Territory are against international law.





1993

In the Oslo Agreement, Israeli and Palestinian leaders agreed that within 5 years there would be independent government for Palestinians in Gaza, the West Bank and East Jerusalem.

2000

Seeing no progress of the Oslo Accords, Palestinians rose again in the second Intifada in 2000. This was a time of increased violence, including terror attacks.

2002

Israel, worried about the rise in terrorist bomb attacks, began building a wall or barrier.

2016

Despite many attempts to bring about peace between Israel and the occupied Palestinian territories, there is no end to the conflict in sight

2018

On 30 March 2018, protests known under the banner “Great March of Return and Breaking of the Siege” began.

The protests entailed weekly demonstrations by Palestinians near the fence that since 1996 has separated Gaza and Israel, demanding that the blockade imposed on Gaza be lifted and the return of Palestinian refugees to their original homes.

2019

The UN Human Rights Council was instructed to investigate alleged violations and abuses in the occupied Palestinian Territory and particularly in Gaza in relation to the Great March of Return.





2019

While the demonstrations were civilian in nature, they were at times violent, including throwing stones, cutting through the separation fence, and launching incendiary kites and balloons.

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.

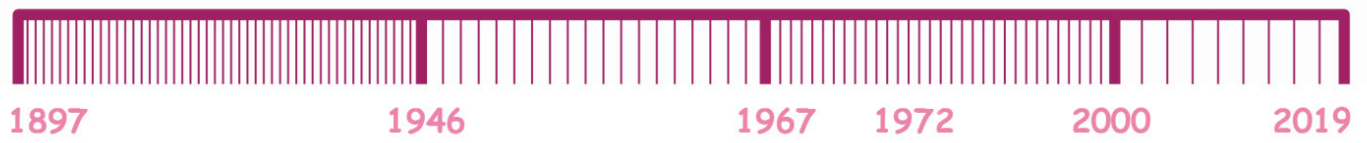
2019

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. Among those shot were children, paramedics, journalists, and disabled people. 183 people were shot dead, another 6,106 were wounded with live ammunition.

For lethal force to be permissible, the victim must pose an imminent threat to life or limb. The ISF were found to have violated international human rights law in most instances the Commission investigated.



Israel and Palestine Conflict Timeline



Israel and Palestine Timeline and Questions

Study the timeline your group has created. In your jotter, answer the following questions:

- 1.** In 1947, what percentage of land was given to the Jewish people?
- 2.** Balfour Declaration
 - (a) In which year was the Balfour Declaration written?
 - (b) What did it state?
- 3.** When did Jewish migration to Palestine first increase significantly?
- 4.** What happened after World War 2?
- 5.** Describe the key events of 1967.
- 6.** What prompted the Intifada in:
 - (a) 1987? (b) 2000?
- 7.** (a) When did Israel begin building the separation wall and why?
 - (b) How was the wall judged by international law?
- 8.** What were the events surrounding the 1972 Summer Olympics and the aftermath?
- 9.** What do Palestinians hope to gain from The Great March of Return?
- 10.** Describe two findings of the UN Human Rights Council investigation.
- 11.** What is the status of the conflict today?

5. Security and Occupation

Focus: Convention on the Rights of the Child

Article 19: You have the right to be protected from being hurt or badly treated.

Value: Justice

The barrier dividing Israel from the West Bank is an ongoing area of disagreement. From an Israeli perspective, the barrier helps protect civilians from attack while from the Palestinian point of view, the barrier is an infringement of their human rights and the cause of much suffering, hardship and humiliation.

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.



Activity 1

Watch the video **Walled Horizons** from the UN Office for Humanitarian Affairs taking notes as you watch.

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Activity 2

Read information sheet 5, Israeli Perspective on Security.

.....



Activity 3

Consider the following questions:

1. Why does the Israeli government think the barrier is important?
2. What effect does the barrier have on the Palestinian community?
3. How does the international community view the legality of the wall?

Draw and complete the following table to show how different communities view the barrier.

Israeli Perspective	Palestinian Perspective	International Community Perspective



Information Sheet 5

Israeli Perspective on Security

In June 2002, following the second Intifada (uprising) by the Palestinians, the Israeli cabinet decided to erect a physical barrier separating Israel and the West Bank with the declared objective of regulating entry of Palestinians from the West Bank into Israel.

The Israeli government believe the barrier has played a key role in reducing the number of attacks by Palestinians within Israel.

'The number one overarching concern for Israeli citizens, wherever they are, is security. They want the freedom that most of us enjoy in Europe despite the recent terrorist attacks: to live a life without concern that you may be stabbed, shot, blown up on a bus or have your house hit by a rocket'. Jerusalem Post May 2016

'Binyamin Netanyahu has announced his intention to 'surround all of Israel with a fence' to protect the country from infiltration by both Palestinians and the citizens of surrounding Arab states, whom he described as 'wild beasts'.

Israeli prime minister unveiled the proposal during a tour of the Jordan border area in Israel's south, adding that the project – which would cost billions of shekels – would also be aimed at solving the problem of Hamas infiltration tunnels from Gaza, a recent source of renewed concern. He called the border project a part of a 'multi-year plan to surround Israel with security fences to protect ourselves in the current and projected Middle East'. Guardian February 2016

...there is no doubt that, 19 months after the end of the last war between Israel and Gaza... large scale digging has resumed'. Guardian March 2016

'The Defence Ministry has begun the final phase of construction of a 20-foot high galvanized steel fence that will completely surround the Gaza Strip, Israeli officials said on Sunday.

The barrier will extend 65 kilometres (40 miles) around the enclave and sit atop the subterranean concrete wall Israel is constructing around the Gaza Strip to block terrorist groups' attack tunnels from the coastal enclave.'

Times of Israel February 2019

6. Working Together for Human Rights and for Peace

Focus: European convention on human rights

Article 19: Everyone has the right to life

Value: Compassion

While the conflict between Israel and the occupied Palestinian territory has been ongoing for more than 70 years, the situation is not without hope. Many Israelis, Palestinians and people from around the world are working to bring about understanding and peace.

Meanwhile, children living with the conflict have the same hopes and dreams as children everywhere.

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.



Activity 1

Case Studies

Three Wishes: Palestinian and Israeli Children Speak

Your class will be divided into 4 groups. Each group will be given a case study.

In your group, read and discuss your case study. Select one wish, one difficulty/worry and one interesting fact from your case study. You are now the 'experts' on your case study.

The class will be arranged into new groups, each group has at least one person who is an 'expert' on each of the case studies. Tell the rest of your new group about your case study.

Your new group should now complete the diagram. Put things only the Palestinian children say in the Palestinian circle, things only the Israeli children say in the Israeli circle and things they have in common in the section where the circles overlap.



The Flower Thrower by Banksy



Case Studies

Three Wishes: Palestinian and Israeli Children Speak

(Extracted from Three Wishes: Palestinian and Israeli Children Speak by Deborah Ellis. Children from Israel and Palestine were asked what they would wish for if they had 3 wishes.)

Mona

I am a Palestinian, I wouldn't want to be anything else, but I wish life could be a little easier here. I know life is easier for kids in other places and I wish it were easier for us, just for a little while. I get tired of all the troubles. There never seems to be an end to them.

I have 3 brothers and sisters. When there is a curfew and we are all locked inside, we have nothing to do but fight. When the curfew is over, and we can go outside and get away from each other, then we can get along.

Where I live is not far from my school, but I have to leave my house at half past five in the morning to get through the checkpoint in time to get to school. I don't like getting out of bed when it is still dark, especially in the winter.

I just want to go to school. I don't want to blow anything up. The soldiers don't see me as a child. They see me as an enemy. I don't like them, but I'm not their enemy. I just want to go to school.

Soldiers scare me more than anything else. Guns and soldiers. You don't have to be a bad person to get shot by them. Mostly, it is good people who get shot. You should have to do something bad to get shot but here everybody gets shot.

The fighting is between the Palestinians who have nothing and the Israelis who have everything. I don't know any Israeli children and I don't want to because they have the same beliefs as their parents. They believe I am not as good as they are.

When there is peace we will be very happy and we will be able to go anywhere we want to in our land without having to cross a checkpoint or explain ourselves to a foreign soldier. I don't know how or when this peace will come. I can't really imagine it.



Mona is an 11 years old Palestinian girl who lives between Jerusalem and Ramallah in the State of Palestine.

Gill

I am in year 4. My best subject is art. I love drawing, especially horses.

I was born in Ukraine, but I was adopted when I was two months old and brought to Israel. I don't know anything about Ukraine, except that it gets very cold there.

I hear a lot about the war. I'm eight, which is not too young to know about war and bombs.

We have guards at our school to keep the Palestinians from blowing us up. One of the guards there was killed by a bomb. He wasn't killed at our school, but somewhere else. I was very sad when I heard about it. I was afraid, too. Guards are supposed to protect us, but he couldn't protect himself. If a bomb can kill a guard, it can also kill me or my family.

There is always a lot of talk about war. I have my own gas mask. All the kids at my school have one. This way, we can still breathe if someone drops gas on us. There should be gas masks for horses too.

I don't want to hurt anybody and I don't want anybody to hurt me. I just want to ride horses. I don't know if there are any Palestinian girls who love horses as much as I do. I don't know any Palestinian girls.



Gill is an
8-year-old
Israeli girl
who lives in
Jerusalem.

Michael

I am a Palestinian Christian. Many Palestinian are Muslims and many of us are Christian. It doesn't matter what religion we are. We are all Palestinians.

I live in Terra Sancta Boys Home in the Old City of Jerusalem. The home is run by monks, it's for boys who don't have parents or who have parents who can't take care of them. I don't have a mother but I have a father. He is in America and can't take care of me or my brothers or sisters right now.

I don't know very much about the war other than that it means the Palestinians have to live apart from each other. My family isn't the only one that is split up. Families should be together or should at least be able to visit each other whenever they want to, but that's not the way it is for most Palestinian families. We all seem to be separated from each other because we are not allowed to cross the roadblocks and can't get through the checkpoints if we don't have the right papers. Sometimes when I'm out walking or in church I see families all together and my inside aches.

I have never met any Jewish boys. When I see Jewish boys my age, they look at me and I look at them but we don't say anything. I don't know anything about them and they don't know anything about me.

We hear a little bit about the fighting between the Israelis and the Palestinians but I don't really know what's going on, or why they are fighting. I wish the fighting would stop because I don't like the idea of people hurting each other. Also, if the war ends maybe my family could live together again.

Michael is an
11 year-old
Palestinian boy
who lives in East
Jerusalem



Gul

My favourite subject is English. I live with my mother, father and older brother in a flat on the top floor of a small block of flats. It's a very nice area with lots of trees along the streets. I like living in Jerusalem. It's the centre of everything in Israel. There's a lot to do here like films, sport, lots of things. We live in the new part of the city.

Gul is a 12
year-old
Israeli boy
who lives
in West
Jerusalem



I wish I didn't have to join the army in a few years' time, but I don't have a choice. Maybe by then I'll feel differently, but I don't think so.

Sometimes the army goes into Palestinian cities like Hebron or Bethlehem. They take Palestinians out of their homes, they bulldoze the homes so there is nothing left. They do that in case there is a bomb inside the house. The soldiers might have to be rough to get the Palestinians out of their house because they won't want to leave. It's their home and they want to stay there.

My mother doesn't want me being rough and mean to people when I'm a soldier. She says she's brought us up to be kind to people. She thinks going into the army will change the kind of person I am. I don't see how that can happen. I am who I am. How can anything change that?

I have an older sister, Ori. She's eighteen now and decided to do National Community Service instead of going into the army. She thinks the occupation is bad, and doesn't want to be part of it. She says if she went into the army she'd have to kill people if she was ordered to and she doesn't want to do that.

It's easier for her to not go in the army because she's a girl but I have heard a lot of people arguing with her about it. They think it's everyone's duty to defend Israel.

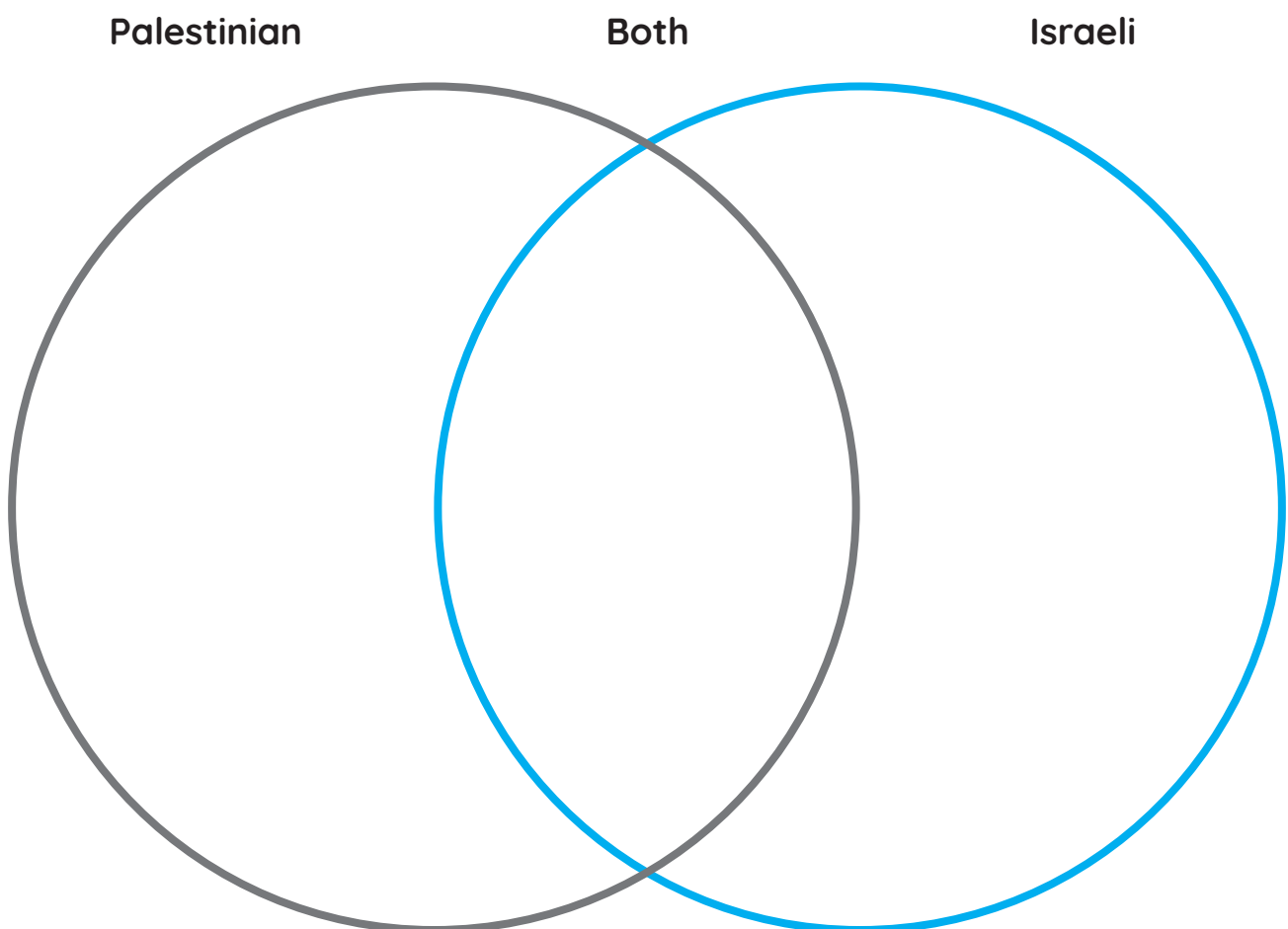
Sometimes I think it would be fun to be in the army. I look at all the soldiers in the streets and they can do so many things and work radios and they look strong and smart.

continued >>>

I try to imagine myself being one of them, doing things like searching Palestinian homes and driving a tank into their cities. Maybe by the time I have to join the army there will be peace and I won't have to do those things.

All I know about this war is that it's about this country, this land. The Palestinians want it, and we want it so we're fighting over it. I don't know how it will end or if it will ever will.

I met some Palestinians once in Abu Gosh, a village near Jerusalem. There were pretty nice kids, no different from me. I don't know any Palestinians now, though. They can't come here and it's too dangerous for us to go there.





Activity 2

Watch the video The Parents' Circle film (8 mins) and answer the questions

Parents' Circle: Questions

1. What had the two men in common?
2. What separated them before their bereavements?
3. Why would they never have met before they joined the Parents' Circle?
4. Their losses could have made them hate each other's communities even more – what helped them to overcome this hate?
5. They talk about their work in schools. What do you think are the effects on young people when Rami and Mazen visit schools and talk to them? If they came to your school, what question would you like to ask them?
6. What influence do you think young people they speak to in Israel and Palestine can have on their communities?
7. How did Mazen and Rami believe they could help bring about a political solution to the conflict?



Activity 3

Watch the videos Maine Summer Camp Gives Kids from Israel and Gaza Seeds of Peace and Desmond Tutu talking about Possibilities for Peace

Discuss the question, What is the first step for peace?

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Activity 4

Read the cartoon, What YOU Can Do

As a young person growing up today, what would be your wishes and dreams for the world and its people?

Write a paragraph, do a word cloud or draw an image of your wishes and dreams for the world: remember the values of justice, integrity, compassion and wisdom.

