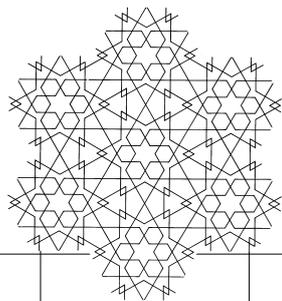


Learning outcomes

- ◇ With a selected photo and using information given, infer nature of relationships between characters
- ◇ Create a short scene based upon the photo
- ◇ Evaluate the work of others
- ◇ Justify work through peer questioning



Prepared by Naira Antoun and Monica Brady

Role-plays—Bil'in

Lesson in brief

Students will look at photos from Bil'in, a Palestinian village cut through by the Wall, and work in groups to make role-plays based on the photos.

National curriculum

1.2a, 1.2b, 2.1c, 2.1d

Materials: Powerpoint of photos, general handout on wall—"Bil'in—a village and a wall"

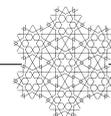
Lesson Plan

Starter

- ◆ Show the class a few of the photos in the powerpoint presentation. Ask students what their initial reactions to the photos are and what they think they photos show.
- ◆ Explain to students about the Wall and the fact that it is cutting through the village of Bil'in, cutting people off from their families, schools, hospitals, fields and workplaces. You can give out the student handout at this point or give it to students to take away with them and refer to when they do their homework.

Main activity

- ◆ Give photographs to groups of students – allocating the size of the group according to how many people are shown in the photo. Each group will make a role-play based on the photo, and each person will have a role to play. If the photo shows the crowd, two students can represent members of the crowd.
- ◆ Ask the students to imagine that the photo is a still from a video. What would happen next if you pressed the play button? Students may find that annotating the photos with speech or thought bubbles helps.
- ◆ Each role play will begin with the students getting into the positions of the people in the photo and they will perform what happens next to the class.
- ◆ Each group will perform their role play and the teacher and the rest of the class will ask the characters questions – such as how the character felt, why they did or said what they did.
- ◆ You could take photos of each performance and give each student a photo of the role play that they were part of. Students can stick the photo in their workbook and annotate it with speech or thought bubbles.



Plenary

- ◆ Thinking about today's lesson and the different role-plays, brainstorm what students think about the following questions.
 - ◇ What is power?
 - ◇ What is strength?
 - ◇ What is bravery?
 - ◇ What is solidarity?

What might make an Israeli decide to join one of these demonstrations?

Homework/ follow-up

Choose between:

- ◆ Think of the photos and role play of the demonstration where they are playing music and singing songs (slides 9 and 10). Write the words of a song that you would sing in this situation.
- ◆ Look at the photo of a wedding celebration at one of the weekly demonstrations and think about the role-play (slide 11). The black and white checkered scarf the dancers have around their waists is the keffiyeh, a traditional Palestinian scarf that has become a symbol of Palestinian identity. Why do you think the couple has chosen to combine their wedding with the demonstration?
- ◆ Write a diary entry. You could choose the person that you acted, or someone else in your role play, or any of the people at the demonstrations – for example you could write a diary entry for a young resident of Bil'in who is your age, an older resident, an Israeli activist, a British activist, or an Israeli soldier.
- ◆ Write down some answers to the questions discussed as a class.