



## Learning outcomes

- ◇ To appraise the arguments of others and consider this in relation to their own views
- ◇ To defend and argue their position
- ◇ To make individual judgement based on previous learning, about the situation in Palestine

### Lesson in brief

Students will move around the room to indicate their feelings about different statements on Israel-Palestine and explain their positions to one another.

### National curriculum

1.1b, 1.2c, 2.1a, 2.1d, 2.2a, 2.2c, 2.3b

**Materials:** None

## Lesson Plan

### Starter

- ◆ What is an opinion? How do you best express an opinion? How do you express disagreement with someone else's opinion? Establish ground rules – ask the class what sort of rules should govern a good class discussion and ensure the following points are covered:
  1. To appraise the arguments of others and consider this in relation to their own views
  2. Everyone is free to express any opinion that they wish but also anyone in the group is free to challenge this view
  3. It is ok to criticise views in constructive ways, not those holding the views
- ◆ This is a final exercise.

### Main activity

- ◆ Assign two opposite ends of the room as 'agree' and 'disagree'. Tell the students that you will read a statement and ask them all to move. They can stand at any place along the continuum between agree and disagree. They do not have to definitely agree or disagree – explain that it can be rare that we *completely* agree or disagree with something.
- ◆ Ask all students to stand at the front of the room.
- ◆ Read the first statement, encouraging the students to go quickly rather than waiting to see where other people go.
- ◆ Ask if anyone would like to explain why they have chosen where they are standing. It might be useful to ask those who appeared to have a difficult time making their decision as well as those who seemed to make an immediate choice.
- ◆ After a few minutes of discussion, ask if anyone would like to move from their original position. Ask if any of those who moved want to explain what has persuaded them to move.
- ◆ If feasible, ask the students to move to the front of the room again before going onto the next statement.

*Possible statements:*

1. Palestinians and Israelis will never be able to live together
2. The UK should try to play a more constructive role
3. Palestinians should cut their losses and accept they will never go back to their homes
4. Israel should withdraw all settlements from the West Bank
5. Human rights should be at the heart of negotiations
6. Israelis and Palestinians are equally to blame
7. The Israeli army has carried out state terrorism (ie terrorism but not by individual, by a state)
8. Israelis have more security concerns than Palestinians
9. British supermarkets should not stock products from Israeli settlements
10. Israel should be a country for Jews only
11. Palestinians should use non-violent resistance even when confronted by force from the Israelis
12. The international community should put pressure on Israel until it obeys international law

**Plenary**

◆ Before starting a discussion, it may be useful to do a short activity to bring the group back together. Below are two suggestions of ways to do so, but they can be substituted for any activity that you feel is more appropriate for your class.

*Greetings* – Ask the class to walk around the room individually and on a given signal to greet the next person they come to and continue walking. You call out different ways of greeting – eg shyly, to a long-lost friend, someone you know a secret about, someone underwater, like an Eskimo (rubbing noses), like an alien (make it up)

*Untying the Knot* – Get the class to stand in a circle. Then ask them to put their arms in the air and walk into the middle together. When they get to the centre ask them to reach out and grab the hands of two other people (not the people on either side of them!) Then tell the group that they have 5 minutes to untangle themselves without letting go. It is very unusual to completely untangle the knot so when they have made a good start, stop the activity and praise the group for working well together.

- ◆ Conduct a class discussion about some of the issues raised, asking the students where they think their opinions come from – media, family, people they know, friends, school etc.

**Homework**

- ◆ As summary, ask students to write up their own response to three of the statements, including their responses to the interventions of others in the class and whether their views changed.

(You can either assign three statements or give the students the chance to choose.)